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ABSTRACT

This report is an examination of recommended and actual school-based guidance policies, programs, and practices for young adolescents. The information is drawn from Canadian and international publications, and from a survey of guidance and career education programs for grades 7-8 in Ontario boards of education and schools, called The 1990 Ontario Guidance Survey. Topics covered include the content of guidance programs, with emphasis on those programs most commonly delivered to 11-14 year olds, i.e., transition programs, dropout prevention programs, and career exploration programs. Special attention is given to the needs and interests of girls and special needs groups. The process of program delivery is also examined, encompassing collaboration between guidance staff and other school- and community-based personnel, including students in peer programs. Guidance programs, are also described and discussed. Data from The 1990 Ontario Guidance Survey are integrated to give a picture of current practice at both board and school levels. The place of guidance in middle-level schools is explored, in light of recent recommendations in Canada and the United States concerning the restructuring of schools for young adolescents. The literature surveyed establishes certain parameters for effective policy and practice in the development and delivery of guidance programs for students in grades 7-9. It is noted that measured against these guidelines, guidance in Ontario appears to be well developed in some respects, less in others. An example of strength is that survey respondents described programming priorities that reflect the developmental, holistic understanding of adolescents emphasized in the literature. A weakness, however, is that while the best programs and activities reported in the survey emphasize active, experiential modes of learning, most guidance programs continue to use more traditional and passive instructional modes. (ABL)

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Making Connections

Guidance and Career Education in the Middle Years

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Overview

This report is an examination of recommended and actual school-based Guidance policies, programs, and practices for young adolescents. The information is drawn from Canadian and international publications, and from a survey of Guidance and career education programs for Grades 7-9 in Ontario boards of education and schools, called The 1990 Ontario Guidance Survey.

The boards who responded represent 44% of all Grade 7 students, 42% of all Grade 8 students, and 53% of all Grade 9 students in Ontario-- a total of about 175 000 students across the three Grades. The boards varied in size from 500 to over 50 000 students. Relative to the province as a whole, our responding boards represent 9% of the smallest boards (enrolment under 1000); 40% of the boards with 1000-9999 students; 43% of boards with 10 000-19 999 students; 46% of those with 20 000-49 999; and 67% of the largest boards, enroling over 50000 students.

Topics covered include the content of Guidance programs, with emphasis on those programs most commonly delivered to 11-14 year olds: transition programs, drop-out prevention programs, and career exploration programs. Special attention is given to the needs and interests of girls and special needs groups. A separate chapter examines the situation for Franco-Ontarians.

The process of program delivery is also examined, encompassing collaboration between Guidance staff and other school- and community-based personnel, including students in peer programs. Curricular integration and career centres, as delivery modes for Guidance programs, are also described and discussed. Data from The 1990 Ontario Guidance Survey are integrated, to give a picture of current practice at both board and school levels.

The place of Guidance in middle-level schools is explored, in light of recent recommendations in Canada and the United States, concerning the restructuring of schools for young adolescents.

The literature surveyed establishes certain parameters for effective policy and practice in the development and delivery of Guidance programs for students in Grades 7-9. Measured against these guidelines, Guidance in Ontario appears to be well developed in some respects, less developed in others. A few of these areas are highlighted below.

- The literature emphasizes the importance of an integrated and developmentally based Guidance program. The respondents to the 1990 Ontario Guidance Survey at the board level, the school level and in career centres (i.e., Guidance co-ordinators, Guidance department heads and career centre managers) described programming priorities that reflect a holistic understanding of young adolescents. They emphasize the interaction, for example, between a developed sense of self and the ability to engage in a meaningful educational and career-exploration process.

- Guidance services, including career education, are most effectively developed and delivered by a broad cross-section of individuals from the school and the larger community. Ministry guidelines and professional literature support a broadly based, collaboratively delivered program, highly integrated into the other curricular activities of the school. In Ontario, there is considerable collaboration among school personnel at the planning stage, including Guidance counsellors, teachers, administrators, and students; and a fair degree of curriculum integration. But the larger community -- parents and others -- is an under-developed resource for Guidance program planning.

  The delivery of Guidance programs is also a collaborative process in most jurisdictions. Students are involved as peer helpers in about one in four secondary schools, but in far fewer elementary (Grade 7/8) settings.

- Career education is a major concern of school staff especially for Grade 9 students. Teachers and counsellors give it a central place in the school program. But it is not always as well integrated as it might be into the curriculum of other subject areas, in part because of a lack of resource materials for teacher and counsellor use in making those connections. There is, however, a strong link between career education and co-operative education in most secondary schools.

- Career centres, where they exist, are extremely effective in providing appropriate and up-to-date programs and resources for both students and staff. Both schools and career centres show considerable concern, in their programming, for the educational and career needs and interests of female students.

- Research supports an emphasis on group rather than individual delivery of Guidance counselling. Survey responses indicate that group counselling is still slightly less common than individual, except in the area of career counselling. Research also supports a strong preventive emphasis and the importance of reaching out to most students. Respondents show an understanding of, and considerable movement toward these goals.

- Many of the excellent individual programs and activities described by individual boards, schools, and career centres emphasize active, experiential modes of learning for students. Overall, however, most Guidance programs appear to use traditional and more passive instructional modes more often than not.

- Most Guidance staff report satisfaction with their role and acceptance by their school of the importance of the Guidance program. Their chief concerns are the lack of full-time qualified Guidance counsellors; the insufficiency of in-service opportunities, in their opinion; and the imposed necessity of spending typically one-third of their time on administrative duties.

- Educationally based Guidance services in Canada and throughout the developed world have undergone significant evolutionary change in the last half of the twentieth century. As a relatively young component of school curricula, they continue to be in flux. Educational authorities, Guidance Counsellors, administrators, and teachers all struggle to define the role and mandate of Guidance and to come to agreement on the proper balance of activities and the appropriate division of responsibilities. In Ontario in 1990, the process of change is evident. There is a fairly general understanding of the issues, and of what excellent Guidance programming looks like. The realization of that widely shared vision already exists in a significant number of settings, as is demonstrated by the many illustrations of effective programs reported in The 1990 Ontario Guidance Survey.

The chapter on Guidance and career education for Franco-Ontarians first provides the historical reasons for the current state of Guidance and career education for Francophone students. Demographic and cultural factors are reviewed and three specific areas of needs are identified: the need for special attention to potential drop-outs; the need for appropriate career education programs, especially for experiential learning for Francophone students in isolated and non-French-speaking regions; and the need for locally developed French-language resources and materials.

The principal observations, drawn from other reports and articles and from The 1990 Ontario Guidance survey, are the following:

- The needs of Francophones are those of any minority people who experience bias; parity remains a future goal.

- In addition to shared needs and linguistic and cultural issues, the completion of secondary school and career/educational aspirations and preparation are of concern. Fewer Francophone students continue to university and Francophones drop out of secondary school in different patterns and for different reasons compared to their Anglophone peers. Francophone students may fall behind in school work earlier and be less able to make a successful transition to secondary schools. Francophone students are more likely to identify school-delivered guidance as a factor which could have altered their decision to drop out.

- Lack of suitable career-education materials in French and the reality of an English-speaking job market make career education difficult.

- Although the situation is improving and it is possible to find a number of good quality French-language materials and programmes, French-language Guidance and career education resources and curriculum materials are only minimally available in Ontario. Few materials originate in Ontario. The adaptation of French-language resources to the specific needs of Francophones and the development of original material must be given priority.

- Needs to be filled concerning pre- and in-service training for French-language teachers in transition years are the following: emphasis on language across the curriculum at the elementary level to facilitate efficient teaching of French and increased subject competencies; stress of the process of learning rather than its content; prioritization for career planning; expansion of teaching methods; recognition of the legitimacy of Franco-Ontarians' speech as an authentic language system.

- There is a critical need for a core of Francophone officials on permanent staff at the highest policy level of the educational bureaucracy.

EXCELLENCE IN EDUCATION IN THE MIDDLE YEARS: GUIDANCE AT UPTOWN MIDDLE SCHOOL

The reforms and restructuring of education in the middle years recommended by Turning Points (Carnegie Corporation, 1989), and People and Skills in the New Global Economy (Premier's Council, 1990) are realized in Uptown Middle School in Education 2000: A vision for our schools in the future (Landsberg, 1990). Uptown Middle School is a Grade 7 to 10 school with about 150 students and a small team of teachers. At Uptown, there is an integrated, de-streamed core curriculum, instead of rotary classes. Teachers plan together so their subjects are closely inter-related. Each teacher mentors or advises twelve students, taking real interest in them and their welfare. There is extensive mainstreaming of handicapped students, many of whom are assisted by peer counsellors or buddies. Parents are so often present as to be unremarkable--as visitors, aides, for conferences, on committees. The whole flavour of the school is that of a small, close, interdependent community in which each student recognizes that she/he is an important part, and in which students and teachers feel responsible for each other. It is, indeed, a utopian view, but it is not extraordinarily different from what can be achieved: Uptown is based on a real school, a middle school in New York City.

In fact, some schools in Ontario are moving slowly toward this model. There are almost no Grade 7-10 schools (we heard from two out of almost 1200 schools); but there are some elementary and more secondary schools which have implemented peer programs, teacher advisories (mentorship groups), and some integrated curricula. One of the characteristics of such schools is that they are more likely than other schools to have effective Guidance programs. In fact, we suggest that there is something missing from the vision of the restructured middle school that has been evolving of late. What is missing is a dedicated, co-ordinating function; a position which exists to support and maintain the many initiatives which make this

school different. If a school is to be more than the sum of its parts, in a planful way, someone must be charged with a curriculum responsibility which is external to any particular course of study or department. While teams of teachers certainly can and must take on some of this responsibility, additional support is necessary from a person whose training, duties, and schedule enable her/him to function as a catalyst for activities -- like career education across the curriculum -- which link teacher with teacher and student with student within the school; and which link the school as a whole to the larger community. We suggest that it is the counsellor who can be the catalyst, and the Guidance function which can provide the infrastructure and be the link.

A reading of OSIS, the Ministry of Education's program and diploma requirements for Grades 7-OAC, makes this concept fairly clear: "The guidance program is a vital and integral part of the total school curriculum. It is a composite of the school's instructional, counselling, consultation, co-ordination and liaison activities that are planned and implemented to assist student orientation, program selection, and preparation for the next level of study or entry to the working world. Thus, the provision and maintenance of an effective guidance program is essential to all students."[1]

At our Uptown Middle School, it is the Guidance counsellor who visits the elementary feeder schools to meet the incoming students while they are still in Grade 6; it is she/he who works with Uptown teachers to co-ordinate an orientation program in March that brings the Grade 6s to Uptown for a day, pairs them with Uptown students, and gives them a picture of the academic and social life there. It is also she/he who works with Uptown teachers in planning and preparing for mentorship. She/he does this by modelling strategies while teachers observe in co-delivered programs; by preparing appropriate activity suggestions for group advisory periods; and by being available on a regular, consulting basis to all staff. The

teachers at Uptown are divided into teams with each team delivering the core curriculum to about 50 students. The Guidance counsellor divides her/his time equally among these teams. That time is spent in: working with teachers on integrating career exploration into the curriculum; advising them on particular issues raised in mentorship groups, and suggesting strategies to deal with them; facilitating the referral process for a student the teacher and counsellor deem to need outside support; and giving information on educational or employment opportunities that teachers could share with their students. The counsellor, on her/his day with a team, also spends time with students: training and coaching them in small groups in peer counselling and tutoring; discussing with them opportunities for, and helping them find places in community service and co-operative education; assisting them in developing their leadership skills within student government, etc.

As an integral part of working with the teams and co-ordinating appropriate activities among them, the counsellor visits feeder schools, community service and co-operative education work sites, colleges and universities, the local Career Centre, and makes arrangements (previously agreed upon with teachers, and well integrated into their programs) for speakers and field trips. She/he also reviews student files, and has individual appointments with students contacted in the team settings who need specific educational counselling, course planning, etc. She/he may also lead or facilitate small groups of students who have a common interest or concern. A few hours each month are devoted to further in-service training, at the Career Centre. What our Guidance counsellor does not have to do is create or adjust a complex time-table, which doesn't exist because of our small school's core curriculum. At the Grade 7-10 level, she/he also is not concerned with university applications or letters of reference. Administrative duties need not occupy a big part of the Guidance counsellor's day; instead, her/his time can be almost entirely devoted to consulting with teachers, co-instruction, working with

students in small groups, liaising with parents, and promoting the integration of career education in a curriculum-enriching fashion.

Our Guidance counsellor is able to carry out these duties successfully because she/he works closely with all staff and students in a school characterized by a shared vision and agreed-upon goals. She/he continues to develop skills and confidence in the role through ongoing professional development in support of group work, team teaching, preventive counselling, and the integration of career education into the school's curriculum.

All of these roles and duties are within the current mandate of secondary Guidance counsellors in Ontario, but they are not always focused upon in a clear and deliberate way. At the Grade 7/8 level, such duties would have to be carried out by a vice principal or teachers, in the absence of a Guidance counsellor; and the likelihood of such personnel being able to devote solid dedicated time and energy to a Guidance role is not great. (This conclusion is borne out by a recent survey in Ontario; see Oppenheimer & Blackman, 1990.)

Our Guidance counsellor did not enjoy such a clear mandate and such a close working relationship with all staff and students in the larger and more traditional school she/he worked in previously. Focusing clearly on the programs and functions considered appropriate at the restructured school required an attitude shift, as well as further training. Much of the individual counselling which had been a big part of the role at the other school had to be given up in favour of programs that would reach more students, and be more closely related to school priorities, such as self-concept development for students, which is the cornerstone of effective educational and career-planning priorities. But the counsellor knew that she/he had the support of her/his colleagues in defining the role in this way, and consequently had no difficulty in putting

energy into developing skills in team teaching, group counselling, and an integrated career program.

As the exemplary programs described in the Appendix indicate, good orientation programs, peer programs, and integrated career education are most likely to happen when Guidance counsellors are actively involved in making them happen. Contacts with employers, the arrangement of career fairs, trips to career centres, transition programs linking elementary and secondary students and teachers, training in peer helping and in mentoring cannot be done by classroom teachers in their spare time. They can be done by people whose job it is to do them, and whose training equips them to do them and do them well. If these important and necessary tasks are everybody's business they are very likely to be nobody's business, unless there is someone whose particular job it is to make them everybody's business -- someone with the time, the physical mobility, and the mandate to co-ordinate the whole school's Guidance program. That someone is the Guidance counsellor.

What is an effective school for 11 to 14 year olds? In the last few years, in North America, there has been an intense interest in, and focus on the education of children in their middle or early adolescent years--roughly the Grade 6 to Grade 10 continuum, or about ages 11-16. Policy-making groups and policy-influencing groups in the United States and Canada have been scrutinizing the characteristics of young adolescents and the characteristics of the learning environments provided for them, and commenting forcefully on the fit between them, or the lack thereof. Publications like The Adolescent Experience (A. King, Ontario Secondary School Teachers' Federation, 1986); Caught in the Middle (California State Department of Education, 1987); Turning Points (Carnegie Council on Adolescent Development, 1989); Getting It Right (J. Oppenheimer, Federation of Women Teachers' Associations of Ontario, 1990); Rights of Passage (A. Hargreaves and L. Earl,

Ontario Ministry of Education/Ontario Institute for Studies in Education, 1990); Education 2000 (M. Landsberg, Toronto Teachers' Federation, 1990); and People and Skills in the New Global Economy (Ontario Premier's Council, 1990) all address the relationship between the students and the educational institutions which serve them in the period that has come to be known as "transescence", or prepuberty through early adolescence.

Each of these publications, to a greater or lesser extent, considers the relationship between the affective needs of early adolescents and their academic motivation and application. While the implications for the role of the school Guidance counsellor are made explicit in some of these publications (e.g., King, Oppenheimer) and are unelaborated in others, it is arguable that there is no more central role in the kind of revamped middle years schooling being described than that of the Guidance counsellor. A nice summary of this relationship as it applies to the middle school years states that: "For schools to become more effective they must become more affective and the school counsellor is the person most likely to be successful in stimulating schools to move in this direction." (George, 1986.)

EFFECTIVE GUIDANCE PROGRAMS FOR THE MIDDLE YEARS: GUIDELINES FROM THE RESEARCH LITERATURE AND FROM THE 1990 ONTARIO GUIDANCE SURVEY

Much of the literature on Guidance and career education at the intermediate level, as well as the findings of the 1990 survey of Ontario's board- and school-based Guidance programs can be summarized under the broad heading of six statements about effective Guidance/career-education programs in the middle years:

1. Good Guidance is total school Guidance.
2. Good Guidance is a collaborative venture.
3. Good Guidance gives a central place to career education in a developmental context.
4. Effective school Guidance programs attempt to meet the needs of all the students by providing comprehensive transition programs (as part of overall educational planning and monitoring), as well as programs to meet the needs of particular groups.
5. Guidance programs are only as strong as the people who staff them and the mandate the staff is given.
6. Effective Guidance activities evolve from healthy total school Guidance programs.

1. GOOD GUIDANCE IS TOTAL SCHOOL GUIDANCE.

What the literature says

The fundamental educational responsibility of schools to facilitate the "intellectual, physical, social, cultural, emotional, and moral growth of each student"[2] requires an effective total-school Guidance program. Among the thirteen goals of education mandated by OSIS, several overlap in intent and

practice with the learning objectives of Guidance 1984, the Ministry of Ontario curriculum guideline for Guidance, Grades 7 to OAC:

- "develop a feeling of self-worth";
- "develop understanding of the role of the individual within the family and of the role of the family within society";
- "acquire skills that contribute to self-reliance in solving practical problems in everyday life";
- "develop a sense of personal responsibility in society at the local, national, and international levels";
- "develop esteem for the customs, cultures, and beliefs of a wide variety of societal groups";
- "acquire skills and attitudes that will lead to satisfaction and productivity in the world of work";
- "develop values related to personal, ethical, or religious beliefs and to the common welfare of society."[3]

The Guidance program plays a major role in encouraging each of these areas of student growth, providing opportunities for students to "know and appreciate themselves ... relate effectively to others ... develop appropriate educational plans ... [and] explore career alternatives."[4]

It is instructive to review the issues which the Ontario Ministry of Education views as key in the transition years (Grades 7-9):

1. Policy focus.
2. Core curriculum in Grades 7, 8 and 9.
3. Facilitating the transitions.
4. Teacher in-service and pre-service.
5. School organization.
6. Evaluation.
7. Special schools and programs.
8. Provision for career counselling and information.
9. Guidance and support services.
10. Community/parent involvement.
11. Meeting the needs of exceptional students.

While only two (#8 and #9) mention Guidance and Counselling explicitly, in fact, as the rest of this paper demonstrates, very few of the eleven are issues to which Guidance programming is not central.

Literature demonstrates the importance of "milieu" in promoting effective schools where students experience a high rate of academic and personal success.[5] "Ensuring that the school has an effective Guidance department is one of the most important contributions principals can make toward establishment of a positive climate."[6] When the Guidance program and counsellors are perceived by staff and students as being "genuinely helpful to students",[7] schools exhibit an increased positive atmosphere. One way in which a "genuinely helpful" Guidance program is defined involves providing meaningful links between the student's current school experiences and her/his goals and expectations for the future. In addition, recent studies reported in The Harvard

Education Letter" indicate that Guidance and counselling "programs might be a key to improving the overall academic climate of the school."

The integration of Guidance programming within the school program is an additional characteristic of effective schools.[9] Ministry policy states that the Guidance program in the intermediate and senior divisions is a "vital and integral part of the total school curriculum",[10] with responsibility for implementation fully shared among Guidance counsellors, teachers and the principal.[11] In fact, a total-school Guidance program includes all the instructional, counselling, consultation, co-ordination, and liaison activities of the school, involving all staff in implementation.

King[12] has identified four definitions of a "good school", with criteria for effectiveness:

> ...the school graduates a high number of academically successful students, the students are well disciplined, they take pride in their school and are pleased to be there, or the school is able to keep students until they complete a program.

For each of these definitions of an effective school -- the "efficient school", the school that "holds its students," the school "with an emphasis on discipline" and the school "with a positive atmosphere" -- an effective school Guidance program is assumed to be an important contributing factor. King maintains that there is a strong relationship between teacher satisfaction with Guidance services and school support for counsellors and counselling services. He also suggests that the Student Services/Guidance function is one of five "major aspects of school life" which contribute to "the sense of pride and belonging students feel about their school." (King & Peart, 1990, p. 7.)

Russell[13] names nine key factors in effective urban high schools (defined as those which successfully prepare students for occupational fields and/or further education): a safe and orderly environment; an atmosphere of constructive energy in the school; a warm and caring school climate; an established admissions process based on matching students' interests with school programs; a dual mission to prepare students for an occupation or further education; high expectations for all students, with minimal grouping by ability; specialized curricula; integration of theory and practice (e.g., academic and technical) in courses; strong linkages with business, industry, and institutions of higher education.

Significant features of an effective total-school Guidance program have been identified as:

- The Guidance and career-education program is an integral part of the school, receiving strong administrative support, contributing to a positive school atmosphere and with a broad student-service orientation aimed at all students.[14]

- The Guidance program acts as the nerve centre of the school and permeates the entire school curriculum and other experiences.[15]

- The Guidance program is a planned, structured program with clear goals and objectives that are derived from need, not from issues; it takes a proactive, preventive, developmental approach.[16]

- The Guidance program is perceived as a shared responsibility among Guidance counsellors, administrators,and teachers; there are no

part-time Guidance counsellors; there is an increased instructional role for Guidance counsellors.[17]

- Counsellors, teachers, and administrators understand and try to meet the needs of adolescent learners.[18]

- Career counselling is continuous, well-documented, and regular, with every student seen at least once a year either individually or in small groups and most students seen several times yearly; career counselling occurs at critical decision-making points during the years; career education objectives are included with school objectives; a wide range of career alternatives are displayed with current information about the changing job market maintained; standardized, computerized services are provided; Guidance services are linked where appropriate to special education, co-operative education, and work-experience programs.[19]

- The Guidance program includes small group advisories, teacher mentors, and peer facilitators.[20]

In summary, an effective Guidance program at the school level is a whole-school program, which rests on goals held in common by administrators, teachers, and Guidance counsellors. Without such goal consensus, the Guidance function will not be solidly supported by school staff. But within a school with clear and agreed-upon goals, the Guidance program typically becomes integral to the school, a kind of nerve centre for the system. It is characterized

by clear goals and objectives, is proactive not reactive, is preventive in orientation, and reaches to a broad spectrum of students. It enjoys strong administrative support.

The 1990 Ontario Guidance Survey

How do Ontario schools measure up? In Ontario, most elementary schools have no Guidance counsellors. The mandatory Guidance program of twenty hours per year in Grades 7 and 8 is delivered by classroom teachers, and most schools do not have a fully qualified Guidance counsellor to support the teachers. Consequently, it is more difficult to talk about a Guidance program in those schools. At the secondary level, however, almost all schools have Guidance counsellors and Guidance programs.

Two-thirds of secondary respondents feel that their Guidance program plays a central role in their school, and that this central role is accepted by other school staff as legitimate. Three quarters say that the Guidance program is perceived by other school staff to be effective. (These figures are very similar to secondary teachers' responses to similar items. See King, 1988.) And almost as many say that Guidance counsellors in the school feel their role in program delivery is what it should be. Secondary respondents also say that their program reaches most of the students in the school; the average response was 82% of students reached.

In spite of the lack of Guidance counsellors, respondents working at the elementary level were also asked these questions. Their rate of agreement is about half that of the secondary respondents: typically about one-third say that Guidance has a central role in their school, is perceived to be effective by staff, etc. This is hardly surprising, considering the different situations for Guidance between Ontario elementary and secondary schools.

In one respect elementary-level Guidance programs look better than secondary: they are described as being slightly more preventive in orientation. It is evident that secondary Guidance can be more interventive, in that counsellor time is available to students with problems. But at neither level, elementary or secondary, is there a strong, clear focus on prevention as the main business of Guidance. At both levels, respondents describe the prevention and intervention foci as being of about equal weight. Related to the lack of a strong preventive emphasis, which research supports as most appropriate and effective for school Guidance programs, is a tendency to underemphasize the delivery of counselling services to groups. In order for Guidance counsellors to do the job of co-ordination, consultation, and co-instruction essential to their effectiveness and to the health of the school, they must limit the amount of time spent with individual students. Ontario schools' Guidance programs would benefit from a somewhat more proactive, and more group-centred approach. (The programs also show a need for a stronger activity-based, experiential approach.)

As for administrative support: two-thirds of all school respondents, elementary and secondary combined, said that the change in their Guidance program that could make the most difference to successful outcomes for students would be having more full-time Guidance counsellors. And 41% indicated that another way to significantly improve the benefits of the Guidance program for students would be to allow counsellors to use their time differently--e.g., to devote less of it to administrative duties, which, they say, typically absorb one-third of their time. It would appear that Ontario Guidance counsellors are seeking stronger administrative support for their role as program developers, instructors, and counsellors.

2. GOOD GUIDANCE IS A COLLABORATIVE VENTURE.

What the literature says

If good Guidance is a total school concern, then program planning, implementation, and delivery must be widely shared. Administrators, teachers, other school staff, support staff (psychologists, social workers, etc.), students, and community members should all be involved at the school level. And at the board level, Guidance program planning should involve other professional staff (e.g., math co-ordinator, supervisor of special services, ESL co-ordinator, etc.); school-based Guidance staff; as well as staff from the Career Centre.

Peer helping is now considered to be an integral part of the delivery of Guidance programs.[21] About a third of all literature reviewed about school Guidance programs mentions the importance of peer programs for students. Peer counselling is a relatively new technique which began in the late 1960s. Cross-age tutoring and peer tutoring are more traditional forms of peer helping, with the importance of peer influence on developmental growth formally recognized in educational theory since the early 1950s.[22]

There is a natural tendency during the transition years for adolescents to go to their peers for help rather than to adults. Teenage students place a high value on peer relationships, often feeling that adults are unable to understand an adolescent perspective. Their stage of ego growth makes it difficult for them to appreciate or accept adult ideas or suggestions.[23] Research demonstrates positive results for peer-helping programs. In one study,[24] the peer-counselling model was found to be "highly effective" in promoting social leadership and group discussion. Peer counsellors were successful in reducing absenteeism, dropping out, and vandalism; in increasing favourable attitudes to school work; in helping students deal with problems such as loneliness,

and concerns about sexuality, dating, family, friendships, and work.

The 1990 Ontario Guidance Survey

In fact, The 1990 Ontario Guidance Survey did find a considerable amount of collaboration occurring in Guidance planning and delivery in schools. At the elementary level, it is only teachers who are named as planners by the majority of respondents. But at the Grade 9 level, Guidance counsellors, teachers, and administrators are usually involved; and students as well as psychologists and social workers are included in about half the schools. Parents, other community members, and board-level personnel are involved in a minority of schools. Among board-level personnel, the strongest link is to Co-operative Education; over a third of Guidance planning at the Grade 9 level involves staff of the Co-operative Education Program and a strong link between career education and the Co-operative Education Program exists in the majority of secondary schools.

Although students are involved in Guidance program planning in about half the schools, their involvement as program deliverers, in peer-counselling and peer-buddy programs, is limited to fewer than 10% of surveyed schools at the Grade 7/8 level, and to about a quarter of schools at the Grade 9 level. Given the value of peer programs for both the deliverers and the receivers, there is clearly considerable scope for expanding these programs, especially at the Grade 7/8 level.

At the board level, there is evidence of considerable collaboration with school-level personnel, including teachers and administrators, but relatively low levels of collaboration with centrally assigned non-Guidance personnel. Fewer than one-third of Board-level respondents (typically Guidance Co-ordinators and consultants) said that they plan their program with supervisory

officers, staff development personnel, and/or other curriculum co-ordinators and consultants. It would appear that Guidance at the board level is not a model for the inter-departmental collaboration and integration of Guidance which is so desirable in schools.

Career Centres

Almost two-thirds of schools reported having less than completely adequate resources available to teachers to integrate career planning into their subject areas. Career centres have emerged as outstanding ways of resourcing schools with career information and integrated career education. Some of the most impressive programs described by our respondents came from the career centres, which serve students and staff with large-scale programs, as well as small group and individual access. They have the mandate and the capability to maintain up-to-date materials and to make sure that these are available to students in schools as well as at the centres. There are only about twenty such centres in the province, but they clearly make a very major difference to the boards and schools they serve.

3. GOOD GUIDANCE GIVES A CENTRAL PLACE TO CAREER EDUCATION IN A DEVELOPMENTAL CONTEXT.

What the literature says

Career exploration in the middle years can be defined as "... the process of clarifying the self-concept and translating it into occupational terms, of acquiring the understanding of occupations necessary for this translation, and of trying out this vocational self-concept in vocationally relevant activities."[25] This perception of career exploration within a framework of self-assessment and within a developmental focus is critical to career-education programming.

Career exploration must be an integral part of students' education in the middle years. The movement of career-education curriculum is away from add-on and stand-alone programs in which the Guidance counsellor presents information about careers in an educational vacuum. What is increasingly seen as more effective is the integration of subject matter with career information: career-education concepts are woven into subject-curriculum concepts and taught in conjunction or simultaneously with the subject material. It should be infused into and across the curriculum, and it must be defined and delivered in a way which is appropriate to the developmental level of young adolescents based on their awareness of their own talents and preferences, and delivered in an active, experiential curriculum. Career education at this level includes the development of appropriate social, organizational, communication skills for job readiness and, for some students, exploration of jobs including Co-operative Education, available in secondary school.

In concert with the learners' needs in a total-school Guidance program, effective career education for intermediate level students must be developmentally based.[26] Throughout the elementary curriculum, K-8, the focus of career education is not "to make premature choices but to avoid premature foreclosure of future options."[27] Career education for students in the intermediate Grades must be less concerned with career choices than it is with continuing the process of an evolving vocational maturity which fits within a developmental continuum of learning and experience.

During early adolescence, the concept of time begins to change, away from the immediacy of now to a capability for thinking about the future. Perceptions of future opportunities and goals[28] become more realistic. For example, young children tend to prefer occupations with "observable activities", such as ballet dancer or firefighter. Adolescents, however are more motivated,

and often prefer, to consider career choices which involve thinking, service, or other abstract activities.[29]

Vocational maturity is the level of readiness of a youngster to understand and work with various career-related processes and concepts. Formal and informal assessment of vocational maturity are thus essential skills for Guidance counsellors, especially when working with Grade 7-9 students who, within any particular Grade, present a wide range of behaviours, skills, and proficiencies.

Because of the close relationship between vocational maturity and general educational development,[30] career education at this level should be integrated with other subjects rather than provided as a stand-alone course.

In addition, as students with a high level of vocational maturity tend to have fewer sexually stereotyped perceptions of roles,[31] career education at this level should include ample discussion of stereotypes, work roles, and similar socially based perceptions.

Examining the effectiveness of career-education programming and considering how its future might look, researchers and Guidance practitioners have identified a number of concerns including:

- the need for more active career counselling at the intermediate level;[32]
- a lack of teachers trained in counselling skills or knowledge of the labour market, lack of current career information and of knowledge of the working world,[33] lack of student awareness of expectations of the working

world;[34] demographics of current, changing job markets and truncated career ladders -- cannot accurately predict skills needs;[35]

- a lack of shared responsibilities between teachers and Guidance counsellors, in part because of the separation of teaching from counselling activities;[36]
- a subject curriculum which does not accommodate career-related materials;[37]
- the quality of career counselling as perceived by students, parents, and staff;[38]
- a lack of information about careers, job planning, and job-search skills;[39]
- a lack of appropriate in-service opportunities.[40]

The greatest common concern about Guidance programming generally is with career-related programs, with both students and counsellors believing that career education should be delivered more effectively.

The importance of good and appropriate career education can hardly be exaggerated. Of all parts of the Guidance program, it is receiving the most attention, for a variety of reasons. First, the demographic reasons: unskilled jobs are disappearing, and students without a secondary diploma and some post-secondary training are much more severely disadvantaged now than heretofore. Second, the social and economic reasons: too many unskilled and underskilled workers, too many discontented and unstable employees, and too few qualified people for skilled positions severely handicaps national

productivity and national health and wealth. Third, the pedagogical reason: too many students, discouraged with their apparent lack of success at the academic enterprise and unconvinced that school has any bearing on their future if they are not university-bound, drop out, short-circuiting their basic education as well as their economic futures. Students, parents and teachers have made clear their desire for a stronger emphasis on career education in schools. (See Williams & Millinoff, 1990.)

One consequence of the convergence of these factors which place pressure on schools to deliver more and better career preparation has been the moving down of the career-education focus into the intermediate years. Co-operative Education programs, until recently available only to students in the senior years, are increasingly open to younger students. Guidance counsellors have been criticized for being insufficiently responsive to the need for more emphasis on career education; they have seemed to be less sensitive to that need than parents, students, and the public at large.

The 1990 Ontario Guidance Survey

The results of The 1990 Ontario Guidance Survey suggest that many of those who are responsible for planning and delivering Guidance programs at the Grade 7,8,and 9 level--whether at the board or school level-- define career education differently than many laypeople do. What emerges very clearly is that Guidance counsellors at this level are very concerned with the delivery of career-exploration programs, and spend considerable effort developing and delivering them in a collaborative and integrated way, in such context as career fairs, field trips, job shadowing, and dropout prevention programs. But when queried about their basic goals for their students, they are very unlikely to highlight career choice. Instead, at the Grade 7/8 level, they talk about self-awareness, and the need for students to consider the

opportunities that exist in light of what they know and can be helped to discover about their own interests and talents. And at the Grade 9 level, Guidance counsellors say their first aim for their students has to do with helping them make wise educational choices and plans. What is clear from the pattern of responses is that, at both levels, Guidance counsellors see the development and application of accurate self-knowledge and good educational planning to be prerequisite for eventual sound career choices. The young person who has a good picture of her/his abilities, and has explored some of the many options open; who chooses secondary school courses wisely, and doesn't close off any of those options prematurely; this is the student that the Guidance counsellors we heard from are trying to develop, nurture, and support.

At least a part of the dissatisfaction which parents and students express with the amount of career education that occurs may be the result of a lack of common understanding of what constitutes career education, broadly interpreted. Both self-awareness and educational planning are integrally related to career exploration; they are necessary (but not sufficient) components of career education. It is important that Guidance counsellors communicate this broader picture to students and parents.

When asked what percentage career education is of their school's Guidance program, Grade 7/8 respondents' average answer was 29%; Grade 9 respondents said 42%. At the Grade-9 level, top priority is given to helping students develop educational plans, and self-awareness development is next. It is interesting to note that career-planning programs, followed by transition programs, are the most important delivery vehicle for both boards and schools in assisting students in developing their educational plans. While no one has suggested exactly what proportion of a Guidance program should be dedicated to career education, it would seem that secondary schools are devoting very considerable attention to it. Whether more career education is needed, or better career

education, cannot be answered by this survey. The survey did not have opinions of students, parents or most non-Guidance teachers, nor did it ask questions about specific time allotments for Guidance program components. One observation we can make is that the strong emphasis schools put, at the Grade 7 to 9 level, on programs to prevent dropping-out is an emphasis which might be strengthened by the infusion of more career exploration in place of extra academic remediation. Students who have marginal school records in Grades 8 and 9 may be more motivated to do their homework and stay in school by being connected to opportunities to explore career options and the relationship of coursework to "real" work than they are by extra hours in the learning resource centre.

We do know that career education should be linked to students' regular courses, in order to be meaningful and integral, and in order to make those courses more attractive and relevant to all students, including those not intending to go to university. Half the schools that responded to The 1990 Ontario Guidance Survey say that they have cross-curricular instruction in career education. When schools are divided into elementary and secondary respondent groups, the rates are: 43% at the Grade 7/8 level, and 69% at the Grade 9 level. It would appear that a very high proportion of secondary Guidance programs are addressing the need for integrated career education. Schools are also very consciously addressing the needs of their female students for programs which will encourage them to think broadly and non-stereotypically about the opportunities available to them. More than 60% of the schools we heard from offer programs designed to encourage girls to consider non-traditional careers.

When asked what single kind of program they would like to see added to their board's Guidance program, more board-level Guidance personnel chose career planning (23%) than any of the other options. (It was not the first choice of elementary or secondary

school respondents, however; both chose issue-based programs, such as drug abuse or bereavement, as what they would most like to add.)

4. EFFECTIVE SCHOOL GUIDANCE PROGRAMS ATTEMPT TO MEET THE NEEDS OF ALL THE STUDENTS BY PROVIDING COMPREHENSIVE TRANSITION PROGRAMS (AS PART OF OVERALL EDUCATIONAL PLANNING AND MONITORING), AS WELL AS PROGRAMS TO MEET THE NEEDS OF PARTICULAR GROUPS.

Transition Programs

What the literature says

For many early adolescents, there are two periods of school transition, from junior to intermediate grades and from intermediate to secondary school. These take place in the broader context of changes they are experiencing in their personal lives at home in their relationships with parents and other family members, and in the community, where they are no longer perceived as children (e.g., through increased admission prices to movies and transit fares, opportunities for amusement park rides which had previously been forbidden, etc.).

In their major study of the Rights of Passage during the transition years, Hargreaves and Earl describe the transition into secondary school as movement between "two distinct cultures of schooling:[41]

> To move from one school to another is ... not just to change institutions but to change communities ... moving from a generalist pattern of teaching and programming ... to a specialist pattern of teaching and programming ... leaving behind a relationship with a single class teacher who knows them well, for

> less extensive relationships with a wide range of subject specialist teachers ... from a personal and supportive world of community to a more distant and impersonal world of association.

In any school transition, the student moves from being "the oldest" and in a position of authority to being the youngest, a vulnerable "know nothing". Hargreaves and Earl suggest this process is "a kind of status passage" with "contradictory possibilities", pitting increased independence and opportunities against a loss of security and unknown (and therefore perceived as ominous) relationships and expectations.[42]

An increased personal vulnerability is part of the process of growth and change students experience in the middle years. Sabatini[43] emphasizes the stress of peer pressure which increases as students grow older and to which, he believes, few transition programs pay attention. Breune[44] discusses five major tasks which students face in moving out of their elementary years:

> managing shifts in role definitions and expectations;
> managing shifts in social networks and group membership;
> reorganizing personal social support resources;
> reappraising oneself and one's life situation; and
> managing the stress related to uncertain expectations, goals and abilities.

When we think of students entering high school, we usually consider how well we prepare them for option sheets. ...However, it is much more important to talk about competencies in learning to cope with the transitions taking place in their lives in school, at home, and in their community.[45]

Long-term transition activities assist students in their first year at a new school and beyond, through the process of relationship development-- with teachers and peers-- and an array of programs for personal and academic support. Teacher advisory programs, for example, can address study skills, peer pressure, family problems and other specific needs of students by assigning them to a teacher for the year (and in some cases for their entire school career). These programs, which require special staff training in basic counselling skills, rely primarily on the availability of a supportive adult for one-to-one discussions as needed by the student. Educational planning and career planning are inextricably linked, and it is at the Grade 9 level that students begin to become highly aware of and concerned about the need for such medium- and long-term planning.

In a study of transition to middle school (Grade 6 to Grade 7), Greene[46] found that, for students who were demonstrating poor academic adjustment, additional support from teachers, parents and peers resulted in significant academic and emotional improvement. In group settings, students who received assistance in problem-solving, social skills, goal setting, self-monitoring and motivation measured more positively for lack of depression, anxiety and stress and increased self-esteem and higher marks.

The 1990 Ontario Guidance Survey

The first focus for counselling of students in the transition years is, appropriately, the transition process itself within the broader area of educational planning. Respondents report their first priority and greatest area of effectiveness at the Grade 9 level to be in the area of educational planning followed by the area of developing self-awareness. At the Grade 7-8 level, these two are reversed. Guidance personnel in Ontario school boards tend to give highest programming priority to transition programs at the Grade 8-9 level. Sixty per cent of elementary respondents

compared to 47% of secondary respondents said that transition programs receive strong or very strong emphasis in their school. Over one-third of elementary respondents, and about one-quarter of secondary, say that transition activities are the most important part of their Guidance programming. In fact the single Guidance program most often mentioned by name by respondents to our province-wide survey was "One Step at a Time", the Ministry-developed, transition-oriented curriculum for Grades 7 and 8.

Effective programs go way beyond a day of orientation, and other relatively brief and superficial attempts at familiarizing all or some Grade 8 or brand-new Grade 9 students with a new environment, or a single day in June or September. There is little doubt that the quality and depth of Grade 8/9 transition programs has significantly increased in Ontario in the last several years, in significant part as a result of a focus on reducing the proportion of students who drop out. Whether there is yet an observable effect on the drop-out rate is not easily answered, in part because the drop-out rate is influenced by many other educational and economic factors.

Programs for targeted groups

A continuing issue for school Guidance counsellors and teachers is the need to weigh the ongoing interests of the many, who are served by transition programs and educational and career planning programs, against the acute needs of those who are in urgent situations such as those suffering from personal abuse, substance abuse, bereavement, etc., and to recognize the particular needs of minority groups in education. School Guidance counsellors are trained to help such students. More of our respondents, both in elementary and secondary schools, wanted to add an issues-based program rather than a career-planning program to their overall Guidance program, in response to these recognized needs.

Nonetheless, such choices cause conflicts for counsellors, who are being told by researchers and policymakers to go in another direction.

Students at risk are characterized as potential drop-outs through being underachievers, Grade repeaters, inner city students, special education students, and students with behaviour and social problems. In a study of retention in Ontario secondary schools,[47] Guidance services were shown to have a "strong relationship" to the holding power of a school. The 1990 Ontario Guidance Survey indicates that just over half of boards and schools with Grade 9 provide programs for the students at risk, with leadership or significant involvement of the Guidance department.

a. Young women

In defining the goals and service areas for Guidance and career education, several sources mention the special needs of girls, particularly in terms of counteracting the results of sex-role stereotyping.[48]

About half the boards surveyed in The 1990 Ontario Guidance Survey indicated a concern for the special needs of girls in their Guidance programs -- especially in career education -- and the educational planning which is integral to it. It appears that the popular concern for the loss of talent in vital areas as a result of sex-role stereotyping has had a real effect on Guidance programming for adolescent girls throughout North America, including in Ontario. Fifty per cent of boards surveyed here have programs for delivery in and/or across schools which aim to increase female enrolment in subject areas which traditionally do not attract a high proportion of girls: math, science, technology. Forty-five per cent have board-co-ordinated programs which attempt to increase girls' interest in non-traditional careers. In addition, a majority have written support materials, and over a

third have an in-service component for staff involved in program delivery.

What is also noteworthy is the level of programming in this area in both Grades 7/8 and Grade 9. Sixty-six per cent of Grades 7/8 and 59% of Grade 9 schools surveyed offer programs designed to encourage girls to consider non-traditional careers. While we cannot tell from these results how many students are involved, or with what results or degree of satisfaction, we do see a high level of congruence between what research supports and existing programming in Ontario boards and schools.

b. Native Canadians

Native Canadians experience a level of alienation and social dislocation that is much more acute than most of the rest of the population.[49]

Native Canadian students have special Guidance and counselling needs. A lack of personal and social supports for Native students living on their own in the city[50] creates significant barriers to education for these students. In addition, although educational counselling is the most available type of counselling for Native Canadians, secondary students are often stigmatized by being placed two or more years below their age group and in Basic level classes.[51] This creates an additional barrier to their success in high school.

For many Natives there is a strong desire to finish school which is accompanied by very low expectations of the ability to do so.[52] This lack of self-confidence is also seen in the "vast discrepancy" between Native students' occupational goals and their expectations for achievement.

A recent survey of Native students who are school drop-outs in Ontario (MacKay & Myles, 1989) cites as a most significant correlate of the high drop-out rate a lack of career direction resulting in part from the absence of career counselling at both the elementary and secondary levels, as well as a lack of Guidance staff with first-hand experience of the students' own world and the ability to put Native students at their ease. The authors stress that insufficient career counselling is a major road block to secondary school completion for Native students, and that such counselling must begin in elementary school. They also note a preference on the part of Native students for group, rather than indiviudal counselling and for programs which create a comfortable "disguise" for counselling, such as recreationally oriented peer group activities.

Among our respondents less than half (46%) of the boards reported any Native enrolment at the Grade 7-9 level. Of the 31 boards with Native students, only six report having more than 500. Thus, based on our sample, the needs of Native students are likely to be seen as a relatively low priority by a majority of boards, and of real importance, relative to other populations and needs, by a very few. Of course, it is quite possible that boards (and schools) are unaware of Native students who may choose not to identify themselves. But, in the perception of respondents from the vast majority of boards, their Native enrolment is nil to very slight.

Given this demographic fact (or perceived fact), it is unsurprising that few boards or schools claim to have any Guidance programs especially tailored to Native students. In fact, 10 boards did mention having such programs. However, none of the detailed program descriptions at the board or school level (those described as "exemplary" or "effective") named Native students specifically as a target group.

c. Students from diverse cultural backgrounds

In addition to Natives, students from a cultural background different from the "taught culture" include immigrants and refugees, students whose home langauge is other than English and/or whose cultural roots are closely identified as non-Canadian. Students newly arrived in Canada do not cease to be immigrants after any special period of time. As they gradually understand and adjust to their new environment, they will continue to experience many of their initial problems, although with less intensity. Students born in Canada to immigrant parents, especially those who maintain strong cultural ties to their home country, may also experience cultural conflict and confusion.

Immigrant parents' lack of familiarity with Canadian values and behaviour can create a gulf between them and their children, who usually adapt more quickly to the majority culture than their parents are able to. Because of this gap, immigrant teens often are unable to discuss their problems and plans at home.[53] In some cultures outside of North America, parents have virtually no contact with schools unless very serious problems have occurred; in other countries, teacher-parent interviews are non-existent. Language problems make school-parent communication difficult. Immigrant parents thus tend to be unaware of school policies and activities and have a decreased involvement with school.[54] Through lack of knowledge they may also not advise and guide their children in educational decisions; or they may place high demands on success without understanding the school context.[55] The Ontario school milieu -- its atmosphere, level and means of discipline, teacher and student roles -- is quite different from what many immigrants have experienced previously. Where the home/school gulf is especially wide, the need for transition programs which include parental involvement and contact is even

more acute. It is the familiar case of those at risk needing the same kind of programming and expert help as everyone else -- only needing it more.

d. Rural students

The primary barrier for Guidance and career education for rural students is their geographic isolation. Often rural students, especially those in remote areas, have limited opportunities to experience a range of work options.[56] Their world is often described by a single occupation (e.g., fishing, farming, logging, mining) and the small businesses that service the community. This restricted view is frequently accompanied by a lack of exposure to post-secondary educational or training institutions,[57] a narrow range of homogeneous social contacts and few options for participation in social and recreational activities.[58]

The lack of variety in rural students' lives can create either tunnel vision (no sense of any options beyond what exists in their immediate world) or desperation and frustration (a need to leave that is so strong it can become unfocused and unrealistic).

In one study that included rural Canadian youth, a higher percentage of urban students than rural perceived the availability of information on Guidance topics; attending university was rated the first topic of interest to urban students and the fifth topic for rural students; and urban students rated the influence of Guidance counselling on their decisions as higher than did rural students.[59]

In fact, half of all boards we heard from do include, in their Guidance program, targeted support to at-risk populations, by which

they tend to mean students whose academic record is weak. Programming directed at specific populations with lower secondary-school completion rates (Natives, cultural minorities, rural students, Francophones) is, however, rare. It is reported as available by about 13% of boards and as implemented by under 10% of schools.

The prevention of dropping out was the most common board-Guidance-program priority (named by 28% of responding boards). Transition programs were next. It is likely that drop-out prevention is in fact an underlying goal of many transition programs. At the secondary school level three-quarters of our respondents said that identification and support of at-risk students is strongly emphasized -- in half of the secondary schools with special programs, and in one-third of them with special programs augmented by in-service training. Many of the effective programs described in this report are examples of combined transitions/drop-out prevention programs.

Increasingly, Guidance programs are being delivered for groups of students rather than with an individual focus, to an entire class or in small groups formed for specific issues. By emphasizing peer interaction in groups rather than one-to-one adult-student communication, groups provide a safe atmosphere for students to deal with personal issues. This is especially important for middle-school students for whom personal growth forms a foundation for successful academic achievement.

Two cautions are in order: first, the usual recommendation, which is to refer students in need to other agencies, is sound; but it is not helpful if other agencies do not exist or have exclusionary criteria or extremely long waiting lists. Second, and very important to understanding the Guidance counsellor's point of

view, substance-abuse programs and the like are fundamentally also drop-out prevention programs. At the Grade 9-OAC level, Guidance counsellors are trying, most fundamentally, to help students remain in school, where they can receive further education -- including career education.

5. GUIDANCE PROGRAMS ARE ONLY AS STRONG AS THE PEOPLE WHO STAFF THEM AND THE MANDATE THE STAFF IS GIVEN.

We live in a constantly changing world, and the world of school Guidance is no different. OSIS, which places the school Guidance program at the very beginning of the guideline to the program for the Intermediate and Senior divisions, is only six years old. Its predecessor, called Secondary School Diploma Requirements, but known as H.S.1, placed Guidance in chapter 15 of 17 chapters, where it was briefly and succinctly defined as a service to assist students in making course selections, and as the maintainer of student records. (Other functions were also listed, but without elaboration.) The emphasis in OSIS on career exploration, the role of counsellor as instructor, and in "consultation, co-ordination, and liaison activities that support instructional, counselling, student, staff, and community needs", all these define a role vastly more varied, central, and demanding than what was found near the end of the former H.S. 1.

What the literature says

Considerable research and attention have been given to clarifying the Guidance counsellor's role. The role is important because it implicitly defines which specific programs will be provided under the aegis of the total-school Guidance program. Confusion about role appears to come from:

- multiple-role definitions, with an accompanying concern about where the focus of Guidance should be (e.g., especially the balance between individual and group counselling, and between personal counselling and career education);

- expectations of administrators, teachers, students, parents, and of Guidance counsellors themselves who comply with these multiple-role definitions even when they are unrealistic;

- the role of the Guidance program in the context of the school;

- the role of Guidance in an information age in which the kinds of information available are complex; in which some knowledge is quickly outdated; in which expectations of the education system are changing and somewhat unclear;

- the lack of congruence between what OSIS and Guidance 1984 mandate and what schools and Guidance departments can actually do (e.g., the need to spend a disproportionate amount of time on timetabling, school calendars, and other administrative duties); the lack of resources for teachers to implement career education adequately.

There is agreement that Guidance counsellors should function as **Consultants** who are a resource to teachers and administrators[60] and as **Co-ordinators**, providing referrals for students to other agencies and institutions for intervention.[61]

There is also agreement that Guidance counsellors should appropriately facilitate the **Career-Education** process, with a role

for example, in delivering integrated curriculum about careers and career-readiness skills.[62]

Although the Guidance counsellor's role in **Curriculum Development and Delivery** is not considered in the literature in great detail (perhaps because it is viewed as a relatively new function), that role is seen as legitimate by most[63] authors.

Most agree that Guidance counsellors should provide **Counselling** on both personal and career-related issues. However, many believe there should be a shift in emphasis from individual counselling to working with groups of students, whether they be groups of students who have drug-related problems [special issue] or groups of students learning job-search or interview skills [career education]. There is no doubt that group counselling is more preventive in nature and also permits the Guidance counsellor to be involved productively with more students.[64]

Recent studies undertaken demonstrate the confusion with which the Guidance counsellor's role is often perceived. King[65] contrasts two "separate and distinct" functions for Guidance counsellors as represented in their title. Guidance counsellors provide Guidance, through information and instruction about courses and career selection; and they provide counselling for students (individually or collectively) with personal problems. It is this dichotomy that causes, in King's opinion, the confusion of role and creates an imbalance in the implementation of the two functions.

In a conversation with American School Counsellor Association leaders, Bailey[66] found mixed opinions regarding the role of Guidance counsellors as educators or mental-health professionals. Most of the leaders, reports Bailey, believe that the best representation of the Guidance role includes both functions:

"Elementary schools are educational institutions in which mental health issues and affective education are emphasized by the counsellor."

Discussing school Guidance in New York City, expert practitioners point to the "drastic" changes in counselling since the 1960s[67] caused by the need for Guidance counsellors to provide social services to students (e.g., for substance abuse, depression, teenage pregnancy, family stress). However, providing such services should not, in their opinion, negate the need for educational and career counselling.

Aubrey agrees:[68]

> Counsellors are also in a prime position to enter the curriculum in areas such as problem solving and decision making, knowing one's aptitudes and interests, substance abuse, women's issues, career education, human relations training, ethics and citizenship, and many other areas.... If counselling is truly linked with knowledge of human development, the power of counselling interventions would significantly increase. I suggest that over time there are seven areas of expertise that counsellors could master (and in some cases they already have) that would make them invaluable in schools: knowledge of human development, career development, groups, learning theory, school climates, human ecology, and human relations skills.

In summary, there is a strong emphasis in the literature on the role of the Guidance counsellor and the need for clarification of that role. Confusion is sometimes expressed about which duties should be undertaken by counsellors in relation to what is

demanded, which is also reflected in the themes discussed earlier about planning. A comprehensive definition of the role would include:

- Guidance counsellor as Counsellor (involved in both intervention and prevention activities, using primarily group activities);

- Guidance counsellor as Consultant (working with teachers and administrators to develop programs across the curriculum);

- Guidance counsellor as Co-ordinator (providing referrals to other agencies and services for students with social and personal problems, liaising with sending and receiving schools, e.g., for transitions);

- Guidance counsellor as Curriculum Specialist (teaching; providing information; facilitating curriculum integration, including writing curriculum; often in a team with a subject teacher).

While there is considerable consensus that all of the above are appropriate and desirable aspects of the Guidance function, there is often disagreement about what is the ideal balance among the four areas. For example, the decision whether to give more or less emphasis to individual counselling can be a source of friction within a school staff.

The 1990 Ontario Guidance Survey

In Ontario in 1990, most elementary schools do not have any full-time Guidance counsellors. Among our respondents at the Grade

7/8 level, only 9% of schools report one or two full-time Guidance counsellors, and an additional 21% have one or two part-time counsellors. The remaining majority of elementary programs (nearly two-thirds) depend entirely on teachers and administrators to deliver the Guidance program.

At the secondary level, over 90% of the Grade 9-12/OAC schools have full-time Guidance counsellors and full-time Guidance Heads. However, one in twenty of these secondary schools which responded to the survey have only part-time counsellors -- and the number would likely be appreciably higher among non-respondents to the survey, which would include a much higher proportion of very small Boards and schools. Thirteen per cent of Grade 9 programs are in schools (including junior high schools) which have no full-time Guidance staff.

When looking at the mandate of Guidance staff, an important issue to consider is the administrative one. When asked how much time Guidance staff spend on administration, 41% of elementary school respondents said none -- reflecting the fact that Guidance is delivered by classroom teachers more than any other group, at the Grade 7/8 level. The average amount of time spent on administrative work by elementary Guidance staff is 15%. However, fewer than half (40%) agree that "for the most part, Guidance counsellors in this school feel their role in program delivery is what it should be." And more than a third think the Guidance program would be improved if they were free to use their own time differently.

In contrast, at the secondary level, only one individual out of 310 reported spending no time on administration. The average amount of time reported for administration by secondary Guidance counsellors is 33% -- one-third, or the same portion as board-level

Guidance staff. Half of the secondary people we heard from would like to apportion counsellors' time differently. Still, 70% feel that Guidance counsellors in their school usually feel satisfied with their role in program delivery.

Respondents to our survey said their schools do not have enough full-time Guidance counsellors. Two-thirds of them said that was the single thing that most needs fixing to make their program more successful for students. The next greatest need, they say, is for more in-service support for them to do their job well. Most respondents do not feel that in-service opportunities at their school are as available as they might be for developing and supporting the things they want to do well: transition programs, drop-out prevention programs, career-counselling and information programs. These needs were most strongly expressed at the Grade 7/8 level; but most Grade 9 respondents also felt the need for more in-service. It is no wonder, with an aging teaching force, trained decades ago, that people feel the need for more training to deal with the greatly enlarged scope of the Guidance counsellor's job. Boards do provide some of this assistance, as do the few career centres in the province. Some of the programs described for staff development by boards are extremely extensive and well planned. But the demand for more help to do the job well is great.

Perhaps the most encouraging finding of The 1990 Ontario Guidance Survey is that all the things we know about good Guidance happen more in schools and boards which have created activities, resources, or specific programs which they believe to be effective. That is, when we look at the total-school guidance effort in those schools which chose to describe a specific effective program, we find a more developed overall Guidance program. Good structures grow good programs. The evidence appears below.

6. EFFECTIVE GUIDANCE ACTIVITIES EVOLVE FROM HEALTHY TOTAL-SCHOOL GUIDANCE PROGRAMS.

The overall Guidance programs of the 565 schools which described an especially effective program in some detail differ from the overall Guidance programs of the 616 which did not, in the following ways.*

- They are more likely to have written and agreed upon goals and objectives;
- Their program is more likely to be part of a formal planning, evaluation, and review process at the school (not just the Guidance department) level, on an annual basis;
- Guidance counsellors are more heavily involved in collaborative planning of the program; so are students;
- The program is more often linked to cross-curricular instruction;
- The program is less dependent on teachers as the principal delivery agents, but more teachers are involved overall;
- The program is slightly (but significantly) more preventive in focus;
- Board policies are more often translated into implemented practices at the school level;

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*All differences reported here between the two groups of schools are statistically significant, usually at the 0.1 to .001 level.

- School programs have more influence on board policies and directions;
- Guidance counsellors and teachers have had more experiential in-service training;
- More in-service opportunities are provided to Guidance counsellors and teachers;
- Guidance counsellors are more likely to be satisfied with their role in program delivery;
- Teachers are more likely to feel satisfied with their role in the delivery of Guidance;
- A central role for the Guidance program is more likely to be accepted by other school staff as legitimate;
- The Guidance program is more often seen as playing a central role in the school;
- The Guidance program is more often perceived by other school staff as both legitimate and effective;
- Career planning is more often seen as an important component of the school's Guidance program, and it is also seen as more important by the whole staff;
- Resources are more often reported to be adequate for teachers to integrate career planning with other subject areas;

- Students are more likely to be consulted about what they want from the Guidance program;

- The Guidance program reaches a higher proportion of the student body.

This impressive list of characteristics describes schools where those responsible for delivering the Guidance program feel that their program offers at least one specific resource or activity for students which is genuinely effective. It seems clear that these schools, which are almost half (48%) of all the schools we heard from, incorporate the known qualities of good planning, development, and delivery of programs in their overall activity. They are clear about their goals, and they review their progress regularly within the framework of the school's overall goals and educational program. Counsellors, administrators, teachers, and students work collaboratively to plan and deliver programs which are integrated in the curriculum of the school. They and their colleagues have established a central and respected role for Guidance and career education in the overall structure of the school. The specific program which they chose to describe as effective is not a flash in the pan; it is the natural outgrowth of an overall Guidance program which has the characteristics of excellence.

GUIDANCE AND CAREER EDUCATION FOR FRANCO-ONTARIANS

The first school in Ontario was a French parochial school at L'Assomption du Détroit (now Windsor). Established in 1786, it predated the creation of Upper and Lower Canada by five years. In 1841, the "separate clause" of the Education Act was enacted, guaranteeing the rights of religious minorities. As the majority of Francophones are Catholic, the history of French-language elementary and secondary education in Ontario has been intertwined with that of its separate schools."[9]

A "bleak period" began in the late 1800s, when French-language education was banned in Ontario public and separate schools other than in the first year for children who spoke no English. While elementary French-language education was officially restored in the 1920s, it was not until 1963 that public funding was approved for separate school, many of which operated in the French-language. Prior to 1968, no funding was available beyond Grade 10. Only private schools could offer education to the end of high school. Only students whose parents could afford tuition fees, even if these were heavily subsidized by religious orders, were able to avail themselves of a secondary school education. Since these private schools could not provide facilities for technological studies, these options were not offered. Science laboratories were also generally inadequate. These two factors laid the groundwork for the present under-representation of Franco-Ontarians in those fields.

In 1968, as a result of Bills 140 and 141, funding for French-language public elementary schools was provided. Convents and colleges closed or were transformed into public schools. Franco-Ontarian students would attend elementary school in the separate

system and transfer to the public system for secondary school. This discontinuity between school systems created many problems which were only resolved by the legislation providing full funding for separate schools and guaranteeing Franco-Ontarians exclusive rights in regards to the administration of their schools.

In 1984, the Canadian Charter of Rights and Freedoms was interpreted to overrule sections of the Education Act which regulated French-language instruction. No longer were Francophone students required to attend English-language secondary schools. Franco-Ontarians were thus guaranteed access to and control of education in their own language and students could continue their secondary education in the same system where they had received their elementary schooling.[76]

This brief history provides a foundation for understanding the current state of Guidance and career education for Francophone students. Given the evolution of French-language education in Ontario, the needs of Francophones are those of any minority peoples who experience bias. It remains a future goal for educators to provide equity of access to an education that recognizes special Franco-Ontarian needs.

Demographic and Cultural Factors

In 1987, The Ontario Ministry of Education reported a total of 94 186 French-speaking students in elementary and secondary school in Ontario. In our sample, Boards responding reported a Francophone enrolment of 27 713 (over three-quarters of whom are enrolled in Francophone schools). Thus, our return rate is 29% of the total (based on the 1987 figure). Most responding Boards reported having under 1000 Francophone students. Of those 34 Boards which enumerated their Francophone students in the survey,

almost half had fewer than 200 Francophones. About 100 Anglophone schools reported 25 or more Francophone students. As well, 211 Anglophone schools report having French immersion programs -- 60% in elementary schools, 40% in secondary).

Eleven Boards provide guidance programming in French; 12 have written materials available; and ten provide in-service training to those working with Francophone students.

The explicit mission of a French-language school must be to promote and maintain cultural integrity for Francophone students. The Guidance counsellor, as well as all teachers in the school, plays a central role in the accomplishment of this mission. In addition, Guidance programs need to help students deal with their special needs as an indigenous Canadian minority:

> ...to ensure equal opportunity to students in French-language schools classes... [and] to ensure that students in remote areas or areas with a small French-speaking population have access to a level of services comparable to that received by their English-speaking counterparts.[71]

There is little literature available which explicitly discusses French-language Guidance and Career Education in Ontario. However, issues of special interest to Francophones emerge from a consideration of available research and the development of French-language curriculum.

In one sense, of course, intermediate level Francophone students have the same needs as Anglophones. The Ministry guideline Guidance 1984 applies to all intermediate and senior public and separate school students in Ontario no matter their

first language. Francophone youngsters experience the same kinds of personal, social and developmental needs as any adolescent in the transition years.

Beyond these shared needs and issues which go beyond education, such as the implications of linguistic transfer and retention of cultural identity, completion of secondary school and career/educational aspirations and preparation are of concern. Fewer Francophone students continue to university and Francophones drop out of secondary school in different patterns and for different reasons compared to their Anglophone peers.[72]

According to Quirouette, whose work has particularly focused on early identification of potential drop-outs among the Francophone student population in Grades 9 and 10,[73] the drop-out rate for Ontario secondary school students is between 30 and 33%; the rate for Francophone students identified as potential early leavers in Grade 10 is 38% and in Grade 9, 29%. Actual drop-out rates show that province-wide the median age of leaving is 16.6 years and the median grade level is 11.[74] For Francophones, the figures are virtually the same (16.8 years and Grade 11). In concert with all Ontario students,[75] more Francophone boys than girls drop out and the rate of early leaving is highest for students taking courses at the general level.[76]

However, when controlled for age, 42% of the Francophone drop-outs leave after Grade 9, compared to 30% Ontario-wide.[77] In other words, while the rate, gender and grade level of early leaving for Francophones are similar to Ontario-wide figures, Francophone students may fall behind in school work earlier and be less able to make a successful transition to secondary school. This points to the importance of early identification and positive, comprehensive Guidance and transition programs for these students.

In her longitudinal studies of retention in French-language schools,[78] Ellis found that, upon entering Grade 9, 90% of the students expected to earn at minimum a Grade 12 diploma. Fifty-seven per cent did so and 18% completed Grade 13. French-Ontarian boys were 50% more likely than girls to enter Grade 13 and 20% more likely to attend community college. It must be pointed out, however, that these data which are about 14 years old, may not reflect the present situation of Franco-Ontarian girls.

Guidance counsellors are key personnel in the process of identifying potential drop-outs (e.g., using Quirouette's survey developed from his research cited above[79]) and helping them be successful, identify appropriate educational and career goals and remain in school. Sullivan's Ontario-wide study considered circumstances which drop-outs identified as factors that might have convinced them to remain in school. While 60% of the Ontario sample (66% male, 55% female) indicated that "no actions or circumstance would have persuaded them to stay in school", 72% of Franco-Ontarians believed this, with little difference between boys and girls.[80] Possible persuasive factors were related to school, Guidance, grades, family, finance and other issues. For Franco-Ontarians, Guidance intervention was identified as the most important factor: 21% of Francophone drop-outs, compared with 17% Ontario-wide, reported that activities related to Guidance for both academic and career counselling might have persuaded them to stay in school.[81] Francophone students were less likely than Anglophones to identify school-related (as opposed to work-related) factors as their main reason for leaving school, but they were somewhat more likely to identify school-delivered guidance as a factor which could have altered their decision to drop out.

Career Education

Again, there is little literature concerning Career Education for Ontario Francophone students. At the policy level, the Ontario Ministry of Education Anglais/English, cycles intermédiaire et supérieur 1985 curriculum guideline[82] as well as other OSIS generation guidelines explicitly support the Guidance 1984[83] mandate for all school staff to share responsibility for implementing school Guidance programs:

> Although the source of detailed information on career opportunities will continue to be the Guidance Counsellor, classroom teachers can help in this task by bringing to the attention of their students the relationships between specific school subjects and particular occupations or groups of occupations. Each subject requires of students a variety of skills, attitudes, and work habits that are unique to it. It is important that students making career plans be aware of these in order to assess their own strengths and weaknesses.[84]

Lack of suitable career education materials in French has rendered this task difficult to accomplish.

The career maturity of incoming secondary school students should be a matter of concern for Guidance counsellors who work with Francophone early adolescents. For example, a low level of career aspiration, especially for girls, has been reported in two longitudinal studies. Most of the participants in Ellis's study (who were surveyed at ages 18 and 19 after they had left school) "judged their [present] jobs solely in terms of short-term advantages."[85] More recent data dealing specifically with Francophone girls being unavailable, it is difficult to determine

if the career aspirations of girls have changed in the intervening decade. Karp[86] also found that "French-language drop-outs tend more than English to feel their opportunities for career advancement have been limited as a result of not graduating."

The reality of an English-speaking job market can also present difficulties for Franco-Ontarians, specially for those who do not live in French regions of the province and who wish to retain their culture and language as a central part of their lives. In one study,[87] of those participants who moved for employment purposes after whatever level of school they had completed, only a few went to Francophone regions. When French-language jobs are not present in the community, the availability of relevant job awareness and field exploration activities (such as job visits and guest speakers) for Grade 7-8 Francophone students will be minimal.

Resources and Materials

The Federal Government remains the best source for consistently available French-language career-information materials. French-language Guidance and career materials, texts and audio-visual aids, are only minimally available in Ontario.[88]

However, this situation appears to be improving. For example, in 1976, none of the 26 Circular 14 intermediate division entries for Guidance were in French; in 1981, none of 20 were in French; in 1990, five of 22 are French-language materials.[89] For more than a decade, the Student Guidance Information Service (SGIS) computerized careers-information program has been available in French. The job descriptions and counsellors' materials are comparable to those available in the English-language version of SGIS.[90] The program is a critical tool in career exploration activities.

An examination of articles and materials about Guidance programming reveals little originating from Ontario. These materials, most of which are produced in Quebec, consider self-awareness and goal setting activities;[91] programs for secondary female students regarding non-traditional jobs, including peer programs;[92] intervention strategies to help girls explore careers in mathematics;[93] dropout prevention;[94] and a text for students ages 12-18 to stimulate discussion about suicide.[95] Specific career exploration materials, e.g., for agriculture, hairdressing, technical design, data programming, are also available.[96]

In the late 1970s, two programs were established in Ontario to redress the inequality of availability of Francophone resources:[97]

- a French-Language Fund to support the development of textbooks in French; and

- the Centre franco-ontarien de ressources pédagogiques[98] in Ottawa, with a mandate to reproduce and sell (at cost) locally developed French-language learning materials to Ontario's French-language schools, including teachers' guides, courses of study, exercise books and learning aids.

As a result of these and related initiatives (e.g., keeping current with the use of technology in French-language schools), the number of curriculum resource materials and tools available for Francophone students continues to increase, albeit very slowly.

The Association consultative de documentation professionelle[99] lists 15 French-language career information resources primarily designed for secondary students and adults. In

its 1990 Maintien et transition des élèves. Un recueil de programmes efficaces,[100] the Ontario Ministry of Education lists 60 program models designed to address student retention and transition during the intermediate and senior years. Of these models, 17 (28%) are French-language based. Quirouette[101] suggests Guidance activities, such as individual and group counselling and mentoring, with an emphasis on the importance of "a structured intervention strategy".

While French-language resources for Guidance and Career Education continue to increase, it will be important for these materials to be specific to Francophone needs. As many French-language schools are located in isolated and rural areas, it is imperative that adaptations of resource materials be done to reflect the students' day-to-day lives. Also, the development of original materials must continue to be given priority in order to provide appropriate and high-quality Guidance materials for Francophone students.

In our survey, 11 out of 67 Boards and many schools reported having special programs to meet the needs of Francophone students, many with written materials and in-service training to support them.

One way schools accommodate linguistic and cultural minorities is through peer programs and mentorship -- where students are matched with others on the basis of a common language or culture. In one secondary school, for example, a Grade 8-9 transition program has written materials in French as well as English, and incorporates a mentorship component with Francophone and Anglophone teacher-mentors for students who are targeted as high risk (e.g., IPRC'd students).

Professional Development and Staff-Related Needs

Most of the small amount of literature found on professional development for French-language Guidance counsellors at the intermediate level is analogous in content to Anglo counsellors' needs; e.g., how to cope with task demands and being overworked,[102] strategies for encouraging non-traditional careers for girls,[103] replacement of a psychometric approach to Guidance counselling.[104] While Franco-Ontarian Guidance counsellors have concerns specific to their minority population, the basic Guidance and Career Education tasks do not seem to differ markedly between French- and English-language programs.

This section has identified three specific areas of need in relation to Guidance and Career Education for intermediate-level Francophones, each of which has implications for professional concerns specific to their minority population, the basic Guidance and Career Education tasks do not seem to differ markedly between French- and English-language programs.

This section has identified three specific areas of need in relation to Guidance and Career Education for intermediate-level Francophones, each of which has implications for professional development: the need for special attention to potential drop-outs; the need for appropriate Career Education programs, especially for experiential learning for Francophone students in isolated and non-French-speaking regions; and the need for locally developed French-language resources and materials.

More generally, in a discussion of pre- and in-service training for French-language teachers in the transition years, Hargreaves and Earl[105] identify several needs which fill both pedagogical and cultural objectives:

- emphasis on language across the curriculum at the elementary level, to facilitate efficient teaching of French and increased subject competencies;
- stress of the process of learning rather than its content;
- prioritization for career planning;
- expansion of teaching methods;
- recognition of the legitimacy of Franco-Ontarian speech as an "authentic language system.

While these may seem far afield from professional development needs of Guidance counsellors, they are all relevant to the broad role of Guidance in providing an integrative function for the school.

In addition, to support Guidance and Career Education goals, the need for "a core of Francophone officials on permanent staff" at the highest policy levels of the educational bureaucracy is critical to meeting the educational goals for French-speaking students, in Guidance as well as for every subject:[106]

> If equal educational opportunity is to be achieved, the need for a commitment to hiring Francophone officials for particular functions cannot be stressed too much --a vacancy frequently means not lesser service but no Francophone service at all for that function.

Implications

Hargreaves and Earl[107] suggest that, because of the availability of secondary level French-language education, Francophone students in Ontario "now have a better opportunity to have a continuity in the cultural pattern of their schooling than they had before when they were generally obliged to move from one system to another, and often from one language of instruction to another."

Given a commitment of time and sufficient resources at all levels of the educational system, this positive change can be strengthened by increasing the amount and quality of available resources. That there are as many quality French-language Guidance resources and programs as now exist is a demonstration of that resolve.

CONCLUSION

A K-8 school we know about is attempting to create teacher advisory or mentorship groups for their Grade 6,7,and 8 students. Each teacher in the school has been given a group of ten students with whom she/he meets twice a week for 50 minutes. The goal is to create an atmosphere in which students feel known and valued, and where they feel free to discuss the issues that concern them as students and young adolescents. With the leadership of a principal with vision, the idea of the mentoring groups was positively received by the staff, which is making every effort to implement them successfully. One of the first problems they have run into, however, is the fact that many teachers are somewhat perplexed about how to facilitate a group discussion for almost an hour. What do we talk about? How do we structure it? What are ways of getting students feeling comfortable in a group? How do we know if it's working? It's no wonder that many teachers are unsure how to do something they have little training or experience in doing. While they may be completely competent at keeping students productively occupied for an hour in a math or geography lesson, they have never been trained or called upon to facilitate a loosely structured, non-academic discussion. Guidance counsellors have that training; and those who do their job best have been practising it for years.

In partnership with teachers and support personnel, such as social workers and psychologists, the Guidance counsellor can help to empower staff in the areas identified as important to the school, e.g., student-centred discussion and learning (on both "academic" and other topics); school leadership; codes of behaviour; community service; interactive, experience-based learning; personal and collective futures; career integration; and the like.

Much has been written about the kind of organization, the kind of leadership, and the kind of curriculum, and teaching methodology; and evaluation practices that should occur in schools for young adolescents. But one can read through much of this literature without reading a word about the place of Guidance in the staffing or curriculum of an ideal or effective middle school, or early secondary program. Why is the Guidance link missing?

There are, no doubt, many reasons for this omission, but two seem paramount: first, the place of Guidance in the elementary school curriculum, where Grades 7 and 8 are located, has been extremely precarious, historically; most elementary schools in North America have no staff member whose time is devoted wholly or mainly to delivering Guidance and/or counselling service or instruction. Second, the model of Guidance which exists is, necessarily, a secondary school model, which has evolved to fit the departmentalized model of specialization which distinguishes secondary from elementary schooling.

When one examines the models being proposed both for restructured middle schools and for more effective secondary schools (especially at the Grade 9/10 level), what one encounters is an attempt to make schooling in those years more like elementary and less like secondary organization. Smaller, more face-to-face communities, or schools within schools, to try to give teachers fewer student contacts and students fewer teacher and peer contacts in the day. Just as, in elementary school, one teacher and twenty to thirty-five students spend most of every day together, so middle-school reformers would have students spend their days with only four teachers and 100 peers. Obviously, if one looks more to elementary than secondary schools for models of organization for the middle years, one does not immediately stumble upon Guidance in the elementary mix. (See Oppenheimer & Blackman, 1990) for

evidence of the low numbers of Guidance counsellors in elementary schools in Ontario. It is exactly because, in looking at how to improve schooling for 11 to 14 year olds, writers and researchers have focused on the elementary end of the continuum as furnishing the better organizing philosophy, they have overlooked the training, focus, and functions of Guidance--which are very under-represented in elementary schools.

Were that not the case; were Guidance alive and healthy and well represented in elementary schools, one imagines that middle-education reformers might have fastened onto the Guidance counsellor and the Guidance curriculum as an essential ingredient in the mix - the very glue, in fact, of the structure they are trying to build, the connector. Middle-school restructuring is an attempt to create schools which will encourage students to stay in school to at least secondary school graduation, and preferably to post-secondary training. Who and what should be more central to such a middle school than Guidance counsellors/teachers, whose mandate strongly emphasizes facilitating the career-exploration process?

Career education is to be delivered by all teachers, and those with Guidance responsibilities need to facilitate that process with information, in-service training, consultation, co-teaching, and direct program delivery to students. The kind of middle-level education we are reading about as most suitable for 11 to 14 year olds, and the kind of job secondary school Guidance counsellors are supposed to be doing, according to OSIS, seem to fit hand in glove. Why have policy analysts overlooked that connection? In part, as we said before, because they have been looking in elementary, not secondary schools, for their ideal program elements. But there is more to it than that. There is also the well-known and at least partially documented reality that Guidance in secondary schools

does not always look like what is described in OSIS. Guidance counsellors are not necessarily spending their time consulting, co-ordinating, collaborating, in the ways or proportions of time envisioned in OSIS.

As Aubrey[108] details, the school Guidance profession shares a responsibility for its exclusion from the school-reform literature:

- Guidance counsellors have not been vocal or political enough to insist on their place in the school, tending to take on too much work and complain too little.

- Guidance counsellors have chosen not to be in the mainstream of education by dealing primarily with personal knowledge, with individual students (whether through educational or personal Guidance), tending instead to isolate themselves and align more closely with school administrators than with teachers.

- Because many Guidance counsellors were trained in older theories, they are often limited by the one-to-one therapy model, which has limited application to a school Guidance setting.

Examining the effectiveness of Guidance programming and considering how its future might look, researchers and Guidance practitioners have identified a number of concerns for Guidance programming, including:

<u>concerns about the focus of Guidance programming</u>

- at the local level, programming is seen as "sporadic, isolated, transitory and fortuitous",[109] often not well

well organized, with counsellors unaware of their specific responsibilities;[110]

- the need to move away from past roles which no longer meet the needs of the present, especially regarding the development of students' personal and social skills to cope with modern society;[111]

- the amount of time spent on crises, increased time spent with a decreased number of students with personal problems; an emphasis on reactive rather than proactive programming;[112]

- bias in favour of university-bound students.[113]

<u>concerns regarding role-related issues</u>

- the need for reconceptualization of the role of the Guidance counsellor, with support and involvement of administrators, teachers, parents;[114]

- the lack of contact with all students, whether individually or in small groups, which takes away from the potential for Guidance to play its central role in program planning and monitoring;[115]

- the demands on Guidance counsellor's time;[116] too much time on paperwork -- Guidance counsellors expected to perform too wide a variety of functions;[117] unassertiveness of Guidance counsellors in refusing inappropriate or unrelated responsibilities;[118] administrative and clerical chores unrelated to the Guidance function;[119]

lack of resources to support effective programming

- insufficient budget (especially for career education);[120]
- lack of appropriate in-service opportunities;[121]
- insufficient provincial support for Guidance with curriculum outlines, stated learner outcomes and lists of approved materials, for integrated used with subject areas.[122]

Factors identified by students and parents as being of concern for Guidance programming include:

concerns about the personal counselling role

- lack of confidence in Guidance counsellors;[123] feeling of nervousness and discomfort, being preached to rather than listened to, not being allowed to make own decisions;[124] not an appropriate place to take personal problems;[125]
- perception that counsellors are only consulted during a crisis;[126]
- fear that confidentiality will not be honoured.[127]

Alan King suggests that Guidance is at the heart of a "good school"; that the difference between effective and ineffective schools has to do with their Guidance programs. Without an effective Guidance program which involves all staff, schools fail to take serious responsibility for solid educational and career

counselling for their students--especially those who are not University bound. They fail to ensure that each student is known personally to at least one adult in the school, who will notice when that student is chronically absent, or depressed, or failing. They fail to ensure that parents have an open communication line to someone who knows their child as a person, not only as a math or French student--someone to whom they can speak about the child's educational or career future with some hope of prior knowledge of the child.

Of course, schools may have Guidance counsellors and still be less than effective--especially if the Guidance staff is inadequate in number and/or lacks appropriate training. King also suggests that appropriate pre-service and in-service training for counsellors should be a priority. The results of The 1990 Ontario Guidance Survey indicate that Guidance counsellors themselves are highly aware of the need for more and better in-service. And an effective Guidance counsellor, King suggests, is a full-time counsellor, not a teacher who has a period or two of Guidance in her/his schedule, and neither the time nor the felt necessity to consider the Guidance program as a whole, or to work with school staff to priorize school goals and to plan systematically.

As schools in Ontario near the 21st century, there is evidence that Guidance programs delivered by schools and school boards are making a positive impact on students' preparation for the future. This is not a uniform happening in every board and school across the province. Responses to The 1990 Ontario Guidance Survey indicate that in a minority of boards, and in many of the schools that serve children in the middle years, Guidance programs are being developed and delivered in a way that exemplifies good practice; that shows both that it can be done and how it should be done. In those schools and boards, Guidance is not a stand-alone,

add-on social service, but an integral part of a unified program delivered by teachers and Guidance counsellors and students to students. It is a program which is designed for all students, not only those going on to university or community college or those with acute problems.

In the boards and schools which are delivering effective programs, their emphasis is on promoting school success, preventing failure, making school relevant to the community and to the world in which students live and will be earning their living. Guidance counsellors in these institutions are people who spend a great deal of their time with teachers, students, and others outside the Guidance department walls, and who are a resource to staff and students, bringing them knowledge about, and contacts with community agencies, career centres, other educational institutions, work sites, and employers.

While the majority of schools and school boards have not reached this level of implementation of effective, integrated Guidance programming, the great majority of respondents to the survey indicated a basic understanding of their role and of the needs of young adolescents that appears to be solid and well grounded. Those working with 11 to 14 year olds understand that educational and career planning are inextricable, and that their efforts are well spent in programs that encourage children to stay in school and keep their options open. They also clearly understand that at the heart of good future planning is a knowledge and appreciation not only of the opportunities which exist in the world, but first of the opportunities that exist in the self--the abilities and possibilities that are one's personal capital.

ENDNOTES

1. Ministry of Education, Ontario, Ontario Schools, Intermediate and Senior Divisions (Grades 7-12/OACs): Program and Diploma Requirements (Toronto: Ontario Ministry of Education, 1989), p. 5.

2. Ibid., p. 2.

3. Op. cit., pp. 3-4.

4. Ministry of Education, Ontario, Guidance 1984. (Toronto: Ontario Ministry of Education, 1984), pp. 9-10.

5. Bean, 1986; Edmonds, 1979; Griffith, 1986; King et. al., 1988; Mitchell et. al., 1989; Purkey & Smith, 1983.

6. King et al., 1988 p. 129.

7. King et al., 1988.

8. Harvard Education Letter, 1988, p. 1.

9. King et al., 1988.

10. Ontario Ministry of Education, 1989, p. 5.

11. Ontario Ministry of Education, 1984.

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APPENDIX

MODELS OF EFFECTIVE GUIDANCE AND CAREER EDUCATION PROGRAMS IN ONTARIO SCHOOLS AND SCHOOLS BOARDS IN 1990

(All program descriptions are based on information from the 1990 Ontario Guidance Survey)

1. Transition Programs

   The Student Educational Profile
   From 8 to 9
   Transitions Resource Guide
   START
   Teacher Mentor Program
   The Soft Landing

2. Career Exploration Programs

   Career Exploration
   World of Work
   It's Your Choice
   Horizons
   Careers for Tomorrow
   Job-Site Visits Program
   Career Connections Fair
   Updating Career Information
   Career Information Centres
   Career/Life Planning Program
   Career Awareness Program
   School Career Information Centres
   Career Connections
   Exposition of Skilled Trades
   Careermobile

3. Programs for Students at Risk and Drop-Outs

   Reluctant Learner Program
   C.A.R.E.
   Drugs, Decisions, and Directions
   Care for a Kid
   Peer Counselling Program
   Student Tutoring Program

4. Professional Development Programs

Guidance Renewal Pr[illegible]ram
Career Planning Stra[illegible]egies
Career Education into the Curriculum
Professional Development In-Service

TRANSITION PROGRAMS

The Student Educational Profile: a planning tool for students, their counsellors, and their teachers

The Student Educational Profile: a planning tool for students, their counsellors, and their teachers. The profile allows for information important to program planning to be collected systematically by everyone concerned with the student's educational plan. This profile, in booklet form, is first used in Grade 7, and is placed in the Grade 8 student's Ontario School Record, to be used by the Grade 9 Guidance counsellor for individual or small-group counselling. The profile serves educational and career-planning purposes for the student in the transition years. It is an attempt to involve students in their own planning, and is seen as a possible drop-out prevention tool. The profile has been used for five years and has been frequently revised.

From 8 to 9, A Student Information Workbook

Another board-sponsored transition program includes a student information workbook and a five-lesson instructional unit to be delivered to Grade 8 students by the teachers designated to teach Guidance in the school as part of the 20 hours of instruction. The course and workbook, collectively called From 8 to 9, A Student Information Workbook, aims to assist students and their parents to consider the student's academic profile, to understand the credit system, and to make course selections. The teacher's role is to know the student, her/his record and interests, to monitor her/his progress in Grade 8, and to act as an advisor to the student in making Grade 9 program choices. In addition, the Grade 8 teacher/counsellor also meets with Grade 9 teachers on behalf of the students to give their recommendations. The student's accompanying booklet records not only the choices made but also the student's and parents' impressions of the student's habits and preferences as they may relate to strengths and interests. The focus of the unit is on educational planning.

Transitions Resource Guide

Out of an informal network of counsellors, administrators, and teachers who have been sharing successful transitions practices, Guidance and Counselling Services in one large urban board is developing a Transitions Resource Guide. There will be sections on:

- Staff Advisors
- The Buddy System
- Parent/Teacher Communication
- At-Risk Students
- Communication Between Panels
- Orientation Programs
- Related Materials

This guide will show what is going on in the board and enable school personnel from Grades 6-9 to collaborate and network with each other.

START

The START program, staying together and remaining together, is one secondary school's transition program for all Grade 9 students. It has a main emphasis on inter-personal relationships, and its delivery involves peer buddies along with Guidance counsellors and home form teachers. Guidance counsellors are involved in training peer buddies, consulting with teachers, and in both individual and group counselling. Two high priorities of the program are to provide information about educational transitions and to increase student participation in, and sense of belonging to the school community.

Teacher Mentor Program

A creative and comprehensive Teacher Mentor Program was developed by the Head of Guidance who is also the Head of Special Education in a Northern Ontario school of 600 students. This ongoing program is specifically designed in collaboration and co-operation with secondary school staff, feeder schools, parents/guardians, school administrators, and the students. This process of involvement is the cornerstone of the program.

When the program was initiated, all schools in the board were contacted to ascertain what kinds of programs were successful for students who were identified as at risk. The predominant type of program which other schools reported to be successful was the mentorship program.

The school identified students with behavioural, social, or emotional difficulties as these students would be at highest risk of dropping out. The program developer identified 18 students, and asked for staff volunteers to work with a student at least once a week. It is of note that the Principal is very involved with the mentors. Prior to a mentor-student link-up, students and their parents are seen individually and the purpose of the program is explained. Only then do the parent, the student, and the mentor get together. The Vice-Principal in charge of attendance notifies the student's mentor immediately about an absence so it is next to impossible for students to fall through the cracks. Last year there were 15 teacher mentors who developed the program, its goals and strategies, with the ultimate goal of shifting the responsibility of student success from the teacher to the student and his/her parents/guardians. Another feature of this program is that during the process literature on the needs of the adolescent learner, e.g., learning styles, creating a climate, for student retention, etc., is distributed to staff with explicit links made to their school's policies and procedures. The program has had an impact on the school's climate as there is increased staff commitment to supporting <u>all</u> students in a successful academic career.

The Soft Landing

The Soft Landing is an in-depth attempt by one small board to pull together what is known about the needs of the adolescent learner and provide opportunities for all staff, both at the board and school levels, to take part in developing awareness, strategies, and curriculum which are as student-centered as possible. A board-level Transitions Committee with representatives from all curriculum areas has been active since 1988. With input from teachers, administrators, and parents, the committee developed strategies, resource materials, and staff workshops to ensure "A Soft Landing" for Grade 8 students into high school. Secondary school Guidance counsellors, teachers, and administrators from both panels took part in the staff workshops which went beyond the traditional transitional activities. Information about the physiological, social, and emotional needs of the adolescent learner were provided and effective classroom strategies were discussed. Based on a review of all teachers in Grades 7, 8 and 9, student-centred learning methodologies will be the next phase of the in-service.

CAREER-EXPLORATION PROGRAMS

Career Exploration

A unique program for Grade 8 students, Career Exploration, has been developed by a Career Centre in a small urban board. As part of the Guidance Program in Grade 8, there is a two-period presentation by Career Centre staff. The first period is devoted to career awareness using the assessment tool "Discovery". During the second period, students look at the results of the inventory and discuss the implications for secondary school course selection. This is designed as an exploration process where every attempt is made to link secondary school choices with an awareness of the students' own interests. This exploration process is followed up by an optional visit to the Career Centre to do a career-research assignment. The program is presented in a non-threatening environment with an emphasis on group and student-centred activities.

World of Work

One Northern Ontario board has developed a World of Work curriculum that is delivered to all students in Grade 8 over a three-month period. It is designed to dovetail with the Grade 7 curriculum which was developed from the Lion's Quest program. Discussion, group work, individual and group career counselling, and the giving and sharing of information are some of the methodologies which are cited as central to the success of the unit in which students explore how different subject areas connect to the world of work. Students link their interests and abilities with future career possibilities in preparation for secondary school course selection, thereby encouraging both short- and long-term goal setting.

It's Your Choice

A unique hands-on experience, It's Your Choice, is offered to 200 Grade 7 girls. The program originated with the Assistant Co-ordinator of Guidance and a teacher at a community college in a large urban board and is delivered to approximately one-third of the girls in that Grade. The girls, in groups of 20, participate in a full-day program that takes place at the college. The girls find out about trades and technology programs which lead to technological careers, and they meet with college students and staff. The importance of enrolling in mathematics and science throughout high school in order to keep occupational choices unlimited is emphasized. There is time during the day for hands-on activities, one of which is building a battery tester from scratch. The students have the opportunity to experience this kind of activity to see if they like it. An emphasis in the overall design of the day is to provide the girls with plenty of opportunities to interact with each other, teach each other, participate, ask questions, etc. Two teachers -- one in Guidance and one in mathematics, science, or technical studies -- also participate in each session, so there is a staff development spin-off as well. It is also of note that schools are asked to ensure that an academic, ethnic, and socio-economic cross-section of students participates. Since the informal feedback has been so positive, students who have gone through this program will be tracked to see if there is a long-term effect reflected in math, science, and technology subject enrolments. This year, the program is being extended to all Grade 8 girls. Using the community-college model, they will have the opportunity to build something at the board's Career Centre.

Horizons

Horizons is a day-long conference for Grade 8 girls, which emphasizes the importance of math and science to future career choices. As in a career fair, attendees are exposed to a number of displays staffed by persons knowledgeable about, and involved in particular kinds of work--in this case, work involving a math and/or science background in some way, whether at a professional or technological level. Most of the presenters are females who are viewed as excellent role models of women working in non-traditional areas. Students are encouraged to be actively involved in discussion with the speakers, and some students receive training in advance in group facilitation, so they can act as discussion leaders in workshop sessions.

Curriculum integration occurs because the annual day is planned by committees composed of teachers and career centre staf,f as well as Guidance staff. Teachers take a very active role, through the committee process, shaping the day. The committee work extends over many months, during which time teachers may take ideas back to the classroom to test student response. On the day itself, a concurrent in-service session is run for teachers, with emphasis on activities for classroom follow-up.

Careers For Tomorrow

One large urban board organizes a Saturday symposium called Careers For Tomorrow. This-one day career day uses speakers representing non-traditional careers and is offered to students from Grades 6-OAC. Even though girls are the main attenders, boys are also included in this day, during which, over 600 students participate. There are 60 or more speakers who make presentations, using a career-fair model. It is notable that eight speakers last year presented in French and also distributed their handouts and resources in French. Involvement in this project cuts across the entire board; over 30 staff participate in its organization.

Job-Site Visits Program

The Job-Site Visits Program takes Grade 8 and 9 girls to visit workplaces where students can interact with women whose jobs require a background in math, science, or technology. In addition to a five-lesson curriculum with research-based activities, the in-service component of this program has math/science/industrial arts teachers and Guidance counsellors visit the work sites in groups, in preparation for choosing sites students will visit later in the term. The objectives are to update teachers on the applications of math and science in the workplace; to help them to encourage and motivate students to pursue studies in math and science; and to help them to become more effective career counsellors for females. In one year, up to 40 teachers (and ten times that number of students) participate in the program.

Career Connections Fair

A small board Career Centre hosted a Career Connections Fair for all Grade 8, co-operative education, selected Grades 10 and 12 and adult students. A committee of 20 organized over 100 exhibitions, displays, workshops, and speakers for the 3000 participating students. There were classroom activities for teachers to use with their students prior to the event; resources were readily available for all who attended; and an evaluation from students and staff clearly indicated the success of the event. A theme which pervaded the day was the importance of continuing studies in mathematics and science. The theme was reflected in the number of speakers in jobs that require those subject and in the resources made available.

Updating Career Information

A career centre in a small urban board has developed an innovative way to keep Guidance counsellors up to date with current trends and information. Every four months a Guidance counsellor from a school comes to the career centre and becomes part of the career centre staff while his or her place at the school is filled by the itinerant counsellor. (The board established an additional itinerant counselling position at its career centre.) Each school is required to name one Guidance counsellor to take part. In this way, Guidance counsellors receive both professional development and updating about career information resources and career assessment tools.

Career Information Centres

One southwestern Ontario board has addressed the career-information needs of secondary and elementary school students by setting up five Career Information Centres throughout the board. Each centre works with a cluster of schools which are geographically close to the centre. One centre is based in a Francophone community and delivers programs in both English and French. It also has a full-time bilingual counsellor and 40% of all its resources are available in French. One of the centres has been opened in a storefront to take it out of the educational setting to make it more accessible to the community. The other centres are located within secondary schools and board Offices. All five centres are staffed by Guidance counsellors and non-teaching counselling staffs. The first Career Centre opened five years ago and its services to students, staff, and parents had such a profound impact that the community petitioned trustees and board staff for increased availability of this service. Today these five Career Information Centres are an integral part of curriculum delivery and Guidance services from Grades 7 to OAC.

Career/Life Planning Program

The Career/Life Planning Program is a two-day experiential workshop delivered to every secondary school Guidance counsellor in a large urban board. It was jointly developed by the board's Guidance and Counselling Services, the career centre, Guidance counsellors, and an external consultant. The objectives of the workshop are to examine and share strategies, resources, and activities for working with students; to receive information and readings about career/life planning; to learn about different approaches for developing programs in schools; to develop skills and strategies for working with different student populations; and to learn how future trends in population and job demographics will increasingly interact with occupational choices. Ways of bridging career/life planning throughout the curriculum is a major theme of the workshop, and the board is currently exploring a model for extending this in-service to classroom teachers. The activities of the workshop are designed to model teaching methodologies which are easily transferable to a school setting. As part of developing the workshops, some interesting process components were used:

- As part of establishing outcomes and a context for the workshops, a questionnaire was developed and sent out to all Guidance counsellors. Survey results were incorporated into program development.
- A student survey was developed and carried out to identify students' values and attitudes towards work and the Guidance process.
- Further direction was provided through a pilot workshop with 15 participants who contributed extensive evaluation and feedback.
- The evaluation process included participants' written evaluations, and planning team evaluation. The external consultant facilitated the review process for overall evaluation.

Career Awareness Program

A small senior elementary school with one Grade 7 and one Grade 8 class provides a simple but creative Career Awareness Program. The teacher responsible for delivering the 20 hours of Guidance instruction has extended the program to include a speaker a month for each class. There are two unique features to this particular program. First, every attempt is made to reverse the traditional roles. For example, guest speakers have included a male nurse, a female paramedic, a female pharmacist, etc. Since the community is small, it is not always possible to find speakers who have non-traditional jobs but every attempt is made to do so, as the school feels it is important for boys and girls to see different role models. A second unique feature of the program has to do with the small size of the school. Since there are only two classes, each student hears from every speaker and develops an awareness of occupations in which they may not necessarily have been interested. In larger settings, students may pick and choose their career speakers, and tend to select those occupations they already know something about. In this school, all girls heard a presentation from the mechanic even though many of them may not have selected that speaker.

School Career Information Centres

In a review of Guidance six years ago in a large urban board, a need for up-to-date and more complete resources in the schools themselves was identified as urgent and pressing. As a result, the board allocated funds for 50 middle schools to obtain assistance and resources, which were then provided by the board's Career Information Centre. The Centre wrote a handbook for setting up School Career Information Centres, offered workshops for school personnel to become familiar with current resources and hired a Career information specialist both to put together a model for the schools and also to go to schools to assist with the initial set-up of the materials in the ways suggested. Most schools had a lot of out-of-date information and the Career information specialist was invaluable to schools in going through their materials and in helping to set up the information centre. Instructions were intentionally specific, with guidelines for the number of shelves, furniture needs, colour coding of binders, basic references, etc. Four factors are noteworthy:

- the board committed funds;
- the Manager of the Career Centre attended; principal meetings to set the process in motion;
- the materials were organized in a way that was; relatively simple for schools to use;
- a career information specialist was hired to assist in the process.

Each school decided where to put its Information Centre ranging from the knocking down of walls to setting aside space in the Guidance Office. In several schools, principals authorized the hiring of a teaching assistant to keep the information up to date and organize events for students. Each month the board's Career Information Centre distributes free information to the schools. The project has had a real impact in facilitating the access of information and resources to staff, students, and parents throughout the board.

Career Connections

Career Connections is a career fair (held on a Monday) for all Grade 8 students, selected Grade 10, 12, and adult students, and all students in the co-operative education program. The 3000 student participants (who are bussed to the event) find over 100 exhibitors under one roof. On the preceding Sunday afternoon, the exhibits are open to the whole community. Exhibitors include community colleges, professional schools, and public and private employers.

Teachers receive kits to hand out to each student in advance of the day, with suggested assignments to prepare them to make the most of the opportunity. The teachers' kit also contains suggestions for appropriate preparation and follow-up activities.

Teachers and students fill out evaluation forms after the event. Response has been very positive.

Exposition of Skilled Trades

One large urban Career Centre organized an Exposition of Skilled Trades with representatives from over 25 skilled trades. Six hundred and fifty middle school and high school students were given the opportunity to talk one on one with specialists in the trades and participate in a hands-on demonstration of some aspect of the trade. The major thrust of the day was to increase the awareness of students, of teachers, and of Guidance counsellors about the tremendous career opportunities in the trades. One of the reasons for the success of the day was the support provided by the board at all levels in collaboration with the Ministry of Skills Development, and Canada Employment and Immigration.

Careermobile

One large urban board has developed an innovative way of providing up to date career information in a variety of formats -- print, video, and computer -- thus extending resources available in the school to staff and students. A mobile career-assessment and information centre, a Careermobile, markets the board's Guidance programs, by drawing public attention (i.e., moveable billboard), informing the local community about the ways the school is helping students prepare for the future. The staff of the Careermobile emphasize and facilitate the cross-curricular delivery of information related to career planning and career awareness.

The Careermobile schedules visits to schools and becomes part of the school and its Guidance program by serving as a catalyst to the cross-curricular delivery of career information. Each counsellor is expected to spend the equivalent of one full day in the Careermobile working with students and staff. School staff also participate in using the resources of the Careermobile in a variety of ways. Fifteen students are seen for a minimum of 35 minutes, either in the Careermobile or in the school. Topics include: Strategies for Career Planning, Job-Search Skills, Volunteer Opportunities, Careers in Specific Subject Areas, How to Start a Business, etc. The Careermobile can order, or assist schools in ordering career resources and materials; and school staff may choose to borrow resources for their use in their classes.

The "travelling billboard" is a custom-designed 40' x 12' trailer. The cost of the Careermobile and its staff is jointly shared by the board, The Canada Employment and Immigration Commission, and corporate donations. The feedback from the community is extremely positive and, as a result, the Careermobile is booked for months in advance.

PROGRAMS FOR STUDENTS AT RISK AND DROP-OUTS

Reluctant Learner Program

A Career Centre in a large urban board offers a Reluctant Learner Program to Grade 8 students who are referred by their teachers or counsellors. The Centre finds that many learners who are not academically successful believe they have no talents. This two-day assessment program is designed to build students' confidence and provides motivation for continued education by giving students a means of identifying their strengths, aptitudes, and interests. The cornerstone of this program is an experiential, hands-on approach. Simulated job activities, such as small engine repair, drafting, refrigeration and air conditioning, household wiring, electronics, shipping and receiving, etc., provide opportunities for students to learn more about their job-related interests and abilities. They also provide an excellent opportunity for Career Centre staff to observe learning-style preferences and learning difficulties. The final stage in the process is assisting the students in drawing up a feasible educational plan, and includes a follow-up interview with parents.

C.A.R.E.

One secondary school in a small town has developed a C.A.R.E. program which involves all school staff in identifying students who have emotional difficulties, students who may be suicidal, and students who are malfunctioning and therefore at risk of leaving school. The C.A.R.E. team, comprised of the school nurse, Guidance counsellors, school psychologist, and a representative from the school's administration, meets weekly. Rather than working with these students in a haphazard way, the team attempts to develop and co-ordinate strategies, work with the feeder schools, and give teachers as much support as possible in working with the identified students. Communication, collaboration, caring, and teamwork are the ingredients that enable the C.A.R.E. program to provide support to so many at risk students.

Drugs, Decisions, and Directions

One large urban board has implemented a ten-hour curriculum in both senior elementary and secondary schools called Drugs, Decisions, and Directions, a substance, abuse prevention program. Each school has a SART (Substance Abuse Resource Teacher) and the board has one senior elementary and one secondary consultant who assist in co-ordinating the school programs. The curriculum is clear, easy to follow, and naturally fits into the 20 hours of Guidance in Grades 7 and 8. As a result of the program, many students refer themselves for counselling. The reasons for the success of the program are numerous: the curriculum is easy to follow; the assertiveness, training component applies to all kinds of peer pressure, not only peer pressure around substance abuse; there are lessons which differentiate fact from myth; there are many decision-making activities; and most importantly, students are very interested in, and curious about the topic.

Care for a Kid

In an attempt to prevent students from dropping out of school, a large secondary school developed a Care For A Kid program. Teachers volunteer for the program. One of the most important aspects of the program is how teachers perceive themselves. "Counsellors don't have the license on caring. Teachers are the key and have to be told so." The school acknowledges that administrative support and involvement is crucial. All three administrators at the school are involved. In fact, the school reports that the Principal had the same student (a former drop-out from a neighbouring high school) for three years. Upon graduation the principal was quoted as saying "I am convinced that without this intervention this student would be a drop-out." The Guidance department co-ordinates the program and provides information about the students identified as at risk and organizes a breakfast meeting where strategies for working with the students are brainstormed, summarized, and returned to staff. At the end of the year there is a statistical check regarding the progress of the students. The program is simple; teachers have very little paperwork to monitor, yet remain on task with a few reminders and feedback about student progress.

Peer Counselling Program

What started out as a Welcome Club in one large secondary school has evolved into an extensive Peer Counselling Program with both a peer counselling class of approximately 25 students and a peer counselling club involving 50 students. Although there is some overlap between the two, the class focuses on training in counselling skills, and part of the year is spent in a practicum in such settings as a neighbouring elementary school or the school's Guidance Office. The students who participate in the club are provided with special classes for a week each semester. Between the Peer Counselling class and the Peer Counselling club, a new student reception is held at the beginning of each semester. This fall, there were over 300 peer counsellors and new students who took part. The peer counsellors serve as an arm of the Guidance Department's transition program. They see every Grade 9 student in the fall and review OSSD requirements; they work with Grade 9 and 10 students on their study skills using a computer package; they serve as peer tutors (there are about 30 link-ups each semester); and they introduce Grade 9 and 10 students to CHOICES. The pay-offs for the school have been profound. The students learn about themselves as they develop skills in listening, communicating, and resolving conflicts; younger students see older students in a listening and caring capacity; and students new to the school receive an orientation that goes way beyond the traditional functional one. Administrative support has facilitated the development of the program: funds have been provided for the students to have identifying buttons ("ASK ME") and sweatshirts. The program co-ordinator reports that a timid, shy, and school-phobic Grade 9 student of three years ago who was linked to a peer counsellor is today a peer counsellor himself.

Student Tutoring Program

An extensive Student Tutoring Program has been developed at a large secondary school in a large urban board. There are 30-40 tutors who tutor 60-80 students from Grades 9-OAC over the course of a year. In this particular program, students who request tutoring are asked to make a commitment for one month. The tutors meet with the tutees at least once a week for a pre-scheduled 45 minutes. About 20-25 students are involved in each month-long segment. There are some individually scheduled sessions in addition to the 45 minutes, but these additional sessions are the exception. Those running the program have found that this shorter and more intense four-week time frame helps with student commitment. Students who wish to take part in another month segment are free to do so. As part of the tutoring process, the tutee's teacher approves the tutoring before it happens and gives information to the tutor to assist in the teaching process. The tutors themselves take part in a one-and-a-half-hour training session during which interpersonal and communication skills are enhanced (to get away from the "Do it this way" syndrome). Homework and study-skills strategies are emphasized, and hints to pass on to the tutees are discussed. The school has noted some positive results of the program. The senior students develop leadership skills; cross-age grouping is facilitated which provides good role modelling for the junior students; and, most importantly, students experiencing difficulty are not labelled and enjoy the peer assistance they receive. This of course does much to enhance the self-esteem of the tutees.

PROFESSIONAL DEVELOPMENT PROGRAMS

Guidance Renewal Program

In another model for planning and evaluation, a Guidance Renewal Program implemented in a board of education involved Guidance heads and assistant heads in workshops "intended to enhance the development of counsellor skills and develop ways of making the Guidance program more effective" through opportunities for reflection and sharing, exploration of strategies for "clarifying and negotiating effective roles" within the school, and development of a goal-setting and planning context.

Career Planning Strategies

A career centre in a small urban board is beginning a unique program this year to improve teachers, career planning strategies. Every teacher responsible for the delivery of the Guidance program in Grades 7 and 8 and every secondary school Guidance counsellor will take part in three workshops for one-half day each in small groups. The first session will familiarize the participants with the career centre resources and services; the second session will look at interest inventories and how they may be used in the career planning process; the third session will be about how to start a mini career centre at their own schools. Each school will be given a starter kit to begin this process. There has been a lot of board support for this in-service, including the provision of supply teachers to cover classes in the senior elementary schools. This program will be addressing the needs and concerns of those delivering Guidance programs with resources, ideas, information, and strategies when working with students in their career planning process.

Career Education into the Curriculum

Many teachers are aware of the mandate from the Ministry to provide career education, and many are committed to providing students with resources and activities to assist them in planning and preparing for the future. However, they need occupational information, curriculum resources, and training in how to use these resources to infuse career education into their courses. Guidance counsellors also require assistance in understanding the concepts of career education across the curriculum and in implementing their role as facilitators of career education in their schools. An exciting and creative project which is attempting to address these needs is chaired and facilitated by the career centre in a large urban board and has wide representation from across the system. This Career Education into the Curriculum project committee has representatives from administration, teachers, counsellors, five curriculum areas, student services, research services, and staff development. There are 50 people working on eight sub-committees, and there is strong supervisory officer commitment and support. The objectives of the project are to:

- produce a resource document containing strategies, resources, and learning materials for the integration of career education across the curriculum;
- plan and develop professional development programs for teachers, counsellors, and administrators.

It is the intent of those involved in this project to link career education so closely to curriculum that teachers will see that it is not an add-on but a way to enhance the delivery of their subject material. The project is embedded in the concept that "schools which provide strong career education programs and services, where course content is seen as relevant to the world of work, and where teachers take a keen interest in the lives of their students, retain students to a greater degree than those which do not" (King, 1986). A secondary teacher has been seconded for one year to work with the committee in developing curriculum resources. The committee is also developing a strategy for evaluating the effectiveness of the implementation of the career education model in the classroom both from a student and teacher perspective.

Professional Development In-service

One small board has developed an innovative way to develop the Guidance program in Grades 7 and 8. What began as an after school session has evolved into a half-day Professional Development In-service during the last week in August. Two separate half days are provided for 35 Grades 7 and 8 teachers respectively. Teachers go over their Guidance programs, review the community programs available, assess the resources available in the board and the community, share ideas for lessons, and preview resources available in the media centre. The board reports that every year the Guidance program is further developed based on these sessions and the networking that takes place allows for improved communication both between the board and schools and between the schools themselves. The focus of the sessions is on career awareness, and after several years of increasing the importance, profile, and credibility of the Guidance program, a brochure has been developed.